

Part I

A - Executive Summary

SWOC Analysis of the Institute

Part I (A)

SWOC ANALYSIS OF THE INSTITUTE

The Regional Institute of English was established in 1963 as a Teacher Training Institute to bring about qualitative improvement in teaching of English. Since then it has become the nodal agency for developing human resources in English. It is the only Institute in North India which has vertical integration in place as it caters to the ELT needs of all levels of education from primary to college level. The Institute regards growth as an integral part of the institutional development and has continuously strived towards it. The Institute that started with one Teacher Training Program has now added five new programs which are MA English, SSA courses for primary and upper primary, Doorstep courses – CTOSS for schools and RIE Certificate Course in Personal Development for colleges and International courses such as AUSEP (Afghan University Student Exchange Programs). In the wake of globalization wherein English has emerged as an international language, the role of the RIE in developing human resource in English language skills at all levels becomes important. Keeping this in view, the expansion of the RIE is inevitable. Presently, it runs the following programs:

Sr. No.	Program	Annual Intake
1.	PGCTE Regular On-campus (since 1963) (Since 2014 offline + online has also been initiated)	100 Teacher Trainees
2.	MA (English) (since 2011)	60
3.	CTOSS (Chandigarh Training in Soft Skills) for school students in collaboration with SPIC (Society for Promotion of Information Technology in Chandigarh) (since 2010)	2500 (intake will be around 12,000 in the current session)
4.	RIE Certificate Course in Personal Development (since 2010)	3000
5.	SSA (Sarva Shikshan Abhiyan)/ (since 2005) RMSA (Rashtriya Madhyamik Siksha Abhiyan) (since 2013)	400
6.	TESL (Teaching English as a Second Language): Trained Teachers from many regions of India	-
7.	TEFL (Teaching English as a Foreign Language): International – AUSEP (Afghan University Student Exchange Program 2011-13)	30

To realize its vision to emerge as a centre of excellence, in the near future, RIE plans to commence a few more courses/programs in addition to the ones given above. Such as:

Sr. No.	Program	Annual Intake Expected (tentative)
1.	MA (Linguistics and Teacher Education)	30 Students
2.	MA (Translation Studies)	30 Students
3.	B.Ed. (English)	60 Students
4.	Short Courses	1000 Teachers
5.	MA (Cinema Studies and Film Making)	30 Students

SWOC Analysis

Strengths and Opportunities

The RIE has an excellent faculty as many of them have international training in their field. The faculty is trained to handle a variety of areas efficiently. The Institute has been striving to widen its scope by adding more programs and it has the potential to introduce programs such as MA (General Linguistics) and MA (Applied Linguistics), MA (Translation), B.Ed. (English) and more general programs such as RIE Certificate Course in Personal Development for college students and general public. The Institute also trains the trainers for its CTOSS and RIE Certificate Course in Personal Development programs. The Institute also has a very good library in the field of English language teaching and English literature which is a great aid for development of human resources. Apart from the latest books in the library, it also has two language labs with 30 computers each which are sufficient for the students of existing courses. The software installed in the computer labs is also very good. In addition, the location of the Institute i.e. Chandigarh is a positive point as it is within the physical reach of all the states it caters to. It needs to be mentioned that Chandigarh Administration has also sanctioned an additional building.

Although RIE is essentially an Institute for promoting teaching and learning of English, it is planning to start another program i.e. MA Translation Studies which will prepare students for job opportunities in translation bureaus, government departments, media, newspapers, publishing houses etc.

India being a multicultural and multi-linguistic society, there is a need to promote these languages and cultures through some kind of multidirectional institutional support. For this, the Institute will need to diversify its approach by introducing courses at various levels for the languages of the region -

Punjabi, Dogri and Urdu in addition to Hindi. The Institute dreams of transforming itself to a LANGUAGE UNIVERSITY in near future which will be one of its own kinds in this region.

Another important addition will be B.Ed. (English) for raising competent cadre of English which is the need felt across the country. RIE already caters to the needs of in-service training and by adding B.Ed. to its programs; it will also cater to pre-service training needs of English teachers. It is also important for the vertical integration of pre-service with in-service and MA (English). MA (English) students can opt for B.Ed. (English) at RIE if they plan to go in for teaching profession.

Weaknesses and Challenges

However, with addition of more programs, RIE will need additional space to accommodate the programs envisioned. Though the Institute faculty is competent to fill up the gaps between the education sector and the employment scene, the Institute will definitely require more faculty at all levels – Professors, Associate Professors and Assistant Professors for better functioning. The resources of RIE – the library and the computer lab will need more material. The Infrastructure will need to be improved and will require another building with fully equipped classrooms for all the programs mentioned above. The NCTE, Regional Office, Jaipur gives affiliation only if there is a separate building and faculty for running a B.Ed. program. RIE will therefore require an additional building with two separate hostels, well equipped smart classrooms, additional language labs and software keeping in view the globalization trends and the need to provide doorstep education and modernization, Wi-Fi internet enabled campus, books and other necessary infrastructure such as guest accommodation, spacious parking, sports and entertainment facilities, warden and faculty and help staff accommodation.

However, without the above-mentioned requirements, the Institute will not be able to go for the expansion and may not be able to realize the potential it is capable of.

FUTURE PLANS OF THE INSTITUTION

The Institute envisions initiating the following stepwise in near future:

- Start 3 year Interdisciplinary Honours program in English
- Introduce more PGCTE Courses per year
- Introduce MA in Linguistics and Teacher Education, Translation Studies, Film-making and B.Ed English
- Transforming into a Language University

PART I

B. Profile of the College

B. Profile of the Affiliated /Constituent College

1. Name and address of the college:

Name:	Regional Institute of English		
Address:	Sector 32-C		
City:	Chandigarh	Pin: 160031	State: UT
Website:	www.rieni.org		

2. For communication:

Designation	Name	Telephone & Fax with STD code	Mobile	Email
Director	Dr Sharda Kaushik	0172-2676008	98720-46600	ShardaKaushik@gmail.com
Steering Committee Coordinator 1	Dr Gunbir Kaur	0172-2676008	94172-04696	gunbirkaur@gmail.com
Steering Committee Coordinator 2	Dr Jyoti Singh	0172-2676008	94173-76948	jyo_sing441@yahoo.in

3. Status of the of Institution :

Affiliated

Constituent College

Any other (specify)

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By Shift

i. Regular

ii. Day

iii. Evening

5. Is it a recognized minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

NA

6. Source of funding:

Government	<input checked="" type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input checked="" type="checkbox"/>
Any other	<input type="checkbox"/>

7. a. Date of establishment of the college: 1963

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Panjab University, Chandigarh (MA in English)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	N A	
ii. 12 (B)	N A	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

Note: We are temporarily affiliated to Panjab University for MA in English Course and after completion of three sessions we have applied for Permanent Affiliation.

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/clause	Recognition/Approval details Institution/Department/ Program	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks

i.	NA			
ii.	NA			
iii.	NA			
iv.	NA			

(Enclose the recognition/approval letter)

NA

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

i. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy) –

NA

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

NA

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	9712.5 (2.4 acres)
Built up area in sq. mts.	24.295

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. **Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the Institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.**

- **Auditorium/seminar complex with infrastructural facilities -**
Yes
- **Sports facilities**
 - a. **play ground -Yes**
 - **swimming pool - No**
 - **gymnasium -Yes**
- b) **Hostel**
 - **Boys' hostel**
 - **Number of hostels - 1**
 - **Number of inmates -30**
 - **Facilities (mention available facilities)**
 - Tata Sky Connection
 - Wi-Fi
 - Computer Lab 24x7
 - Water Purifier
 - Heaters
 - Yoga Instructor
 - Mess Facility
 - Gymnasium
 - **Girls' hostel**
 - **Number of hostels** none (sharing with SCERT, Sector 32, Chandigarh)
 - **Number of inmates - 8**
 - **Facilities (mention available facilities)**
 - **Working women's hostel** No
 - Number of inmates -
 - Facilities (mention available facilities)
 - **Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)**
None
 - **Cafeteria -- Yes**
 - **Health centre – No**
 - **First aid: Yes, Inpatient, Outpatient, Emergency care facility, Ambulance...No**
 - **Health centre staff – No**
 - **Qualified doctor** Full time No Part-time No
 - **Qualified Nurse** Full time No Part-time No
 - **Facilities like banking, post office, book shops : Yes, nearby**

- market hosts all these facilities
- **Transport facilities to cater to the needs of students and staff:** Yes
 - **Animal house:** No
 - **Biological waste disposal:** No
 - **Generator or other facility for management/regulation of electricity and voltage :** No
 - **Solid waste management facility:** Yes
 - **Waste water management:** No
 - **Water harvesting:** No

12. Details of programs offered by the college (Give data for current academic year)

Sr. No.	Program Level	Name of the Program/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of students admitted
1.	Under-Graduate	RIE Certificate Course in Personal Development	100 hr	B A III	English	unlimited	3600
2.	Post-Graduate	M.A. English	2 yrs	B.A., B. Sc	English	30	18
3.	Integrated Programs PG	-	-	-	-	-	-
4.	Ph.D.	PhD	3 yrs	M.A.	English	05	05
5.	M.Phil.	-	-	-	-	-	-
6.	Certificate Courses	Post Graduate Certificate Course in Teaching of English	3 months	B.A., B.Ed	English	100	85
7.	UG Diploma	-	-	-	-	-	-
8.	PG Diploma	-	-	-	-	-	-
9.	Vocational Any Other (specify and provide details)	SSA	10 Days	School	English	Unlimited	
		CTOSS	100 hrs.	School	English	Unlimited	
		AUSEP	1month	UG	English	30	30

13. Does the college offer self-financed Programs?

Yes No

If yes, how many? 01 (RIE Certificate Course in Personal Development)

14. New programs introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	04
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programs. similarly, do not list the departments offering common compulsory subjects for all the programs like English, regional languages etc.)

Particulars	UG	PG	Research
Science			
Arts		MA ENGLISH	
Commerce			
BCA Any Other not covered above	Personal Development, CTOSS,SSA, RMSA	PGCTE	

16. Number of Programs offered under (Program means a degree course like BA, BSc, MA, M.Com.)

a. annual system

b. semester system : 01 (For MA in English)

c. trimester system

17. Number of Programs with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach

c. Any other (specify and provide details)

NA

18. Does the college offer UG and/or PG programs in Teacher Education?

Yes No

If yes,

- a. Year of Introduction of the program(s)...1963
- b. and number of batches that completed the program- 101
- c. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

- d. Is the institution opting for assessment and accreditation of Teacher Education Program separately?

Yes No

- 19. Does the college offer UG or PG program in Physical Education?

Yes No

If yes, NA

- a. Year of Introduction of the program(s)..... (dd/mm/yyyy) and number of batches that completed the program.

- b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Physical Education Program separately?

Yes No

20 Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
Number of teaching and non-teaching positions in the Institution	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by State Government	--	01	--	04	01	01	01	05	01	
<i>Recruited</i>										
<i>Yet to recruit</i>	--	--	--	--	--	--	--	--	--	--
Sanctioned by the	--	--	--	--	--	--	--	--	--	--

Positions	Teaching faculty						Non-		Technical	
Management/society or other authorized bodies										
<i>Recruited</i>										
<i>Yet to recruit</i>	--	--	--	--	--	--	--	--	--	--

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	01	--	03	--	01	05
M.Phil.	--	--	--	01	01	--	02
PG	--	--	--	--	--	--	--
Temporary teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	01	--	01
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	01	--	--	01	02
PG	--	--	--	--	--	06	06
CTOSS - 90 Trainers							
PD - 21 Trainers							
Fellow (RELO) – Stephen De Gegulio							

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

09

23. Furnish the number of the students admitted to the college during the last four academic years. (This includes only MA English students)

Categories	Year 1 (2009-2010)		Year 2 (2010-11)		Year 3 (2011-12)		Year 4 (2012-13)		Year 5 (2013-14)	
	M	F	M	F	M	F	M	F	M	F
SC	--	--	--	01	--	01	03	--	0	01
ST	--	--	--	--	--	--	01	--	0	0
OBC	--	--	--	--	--	--	--	--	01	0

General	--	--	06	11	07	25	03	18	3	21
Others PCP	--	--	--	--	--	--	--	--	--	--

24. Details of students enrolment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	--	18	--	--	18
Students from other states of India	--	08	--	--	08
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total		26			26

25. (a) Dropout rate in UG and PG (average of the last two batches) 2012-2013

UG PG

(b) Dropout rate in UG and PG (average of the last two batches) 2011-2012

UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component
 (b) Excluding the salary component

27. Does the college offer any program/s in distance education mode (DEP)?

Yes No

If yes,

- is it a registered centre for offering distance education programs of another University: NA
- Name of the University, which has granted such registration. NA
- Number of programs offered. NA
- Programs carry the recognition of the Distance Education Council. NA

28. Provide Teacher-student ratio for each of the program/course offered: 1:30 (as per University Norms)

29. Is the college applying for Accreditation :

Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only): NA

Cycle 1:N A.....(dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: N A (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: N A (dd/mm/yyyy) Accreditation Outcome/Result.....

* *Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.*

31. Number of working days during the last academic year.

186

32. Number of teaching days during the last academic year

183

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 12-08-2014 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. NA

AQAR (i) (dd/mm/yyyy) None

AQAR (ii) (dd/mm/yyyy) None

AQAR(iii) (dd/mm/yyyy) None

AQAR (iv) (dd/mm/yyyy) None

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

NA

Part II

Criteria-wise Analytical Report

Criterion I: Curricular Aspects

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The Institute caters to the ELT needs of Punjab, Haryana, J&K, Himachal Pradesh and Chandigarh and functions within the purview of Chandigarh Administration. The foremost objective of the Institute is to develop language skills as well as enhance the communicative competence in English to meet the varied needs in different professional contexts. Our Teacher Training Programs are aimed at encouraging independence of thought and action, promoting a creative and flexible approach in the classroom and creating a learner-centered classroom while adopting the new teaching learning strategies. In addition to this, the Institute is focused at the students of Government Schools and Colleges for developing job-readiness with a special attention to non-verbal communication and various social skills so as to help them in both their personal as well as professional life.

The Institute has been a pioneer in designing Functional English syllabus which was accepted by UGC in totality. More than 200 colleges have adopted it and it still continues to be a favourite amongst them. The complete curriculum, examination papers, question bank was prepared by the Institute and the teachers were trained accordingly.

The syllabus for Communication Skills for Polytechnic Colleges in Haryana was designed. The complete curriculum, examination papers, question bank was prepared by the Institute and around 200 teachers were trained accordingly.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Curriculum implementation is done at the project/ program level. A rigorous action plan followed by dedicated Time Tables is developed by the faculty involved in each program. A regular feedback system ensures that the implementation of material is done optimally and the concerned faculty follows the time table given.

For instance, for the RIE Certificate Course in Personal Development, the Institute conducts weekly training of all the trainers involved and other concerned staff. The program and its contents are regularly upgraded to suit

the students' needs as laid down by the Ministry of Human Resource Development, New Delhi.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the university and/ or institution) for effectively translating the curriculum and improving teaching practices?

and

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The Regional Institute of English (RIE) is primarily a Government body working within the purview of Chandigarh Administration, Chandigarh that lays down the procedures and practices for curriculum development and effective teaching practices. However, since 2010, the Institute has also been associated with Panjab University, Chandigarh. RIE offers a course in MA (English) in affiliation with Panjab University, Chandigarh and therefore follows the curriculum for that particular course on the same lines as the university.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

RIE has been an integral partner of the Industry in providing human resources to the companies in the region. We have collaborated with CII, Chandigarh for curriculum validation of some of our programs. We have also teamed up with Industry experts, including Ms Pervin Malhotra and Mr Zubin Malhotra of CARING, New Delhi and organized seminars and workshops for our students. These seminars and workshops are community outreach programs organized at different venues for students of various colleges

1.1.6 What are the contributions of the institution and/ or its staff members to the development of the curriculum by the university? (Number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, and stakeholder feedback provided, specific suggestions etc.)

From time to time members of the academic staff have been on the UG/PG Board of Studies, Panjab University. The curriculum of our programs has been made on the lines of the syllabus corroborated by the concerned bodies. For instance the RIE Certificate Course in Personal Development follows the

pattern laid down by the Ministry of Human Resource Development, New Delhi; C-TOSS follows the curriculum given by the Department of Information Technology, Chandigarh Administration; MA (English) is affiliated to Panjab University and the curriculum of Post Graduate Certificate in Teaching English (PGCTE) is designed by RIE itself.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

Yes, the Institute had spearheaded a program in developing Employability Skills of the undergraduate students of Government Colleges of Chandigarh. The Director, Dr Sharda Kaushik and Dr Bindu Bajwa (Associate Professor) developed the “RIE Certificate Course in Personal Development” which has been successfully running since 2010.

The program adopts an activity-based approach to teaching and learning by using activities such as Break the Ice, Elevator Speech, Oral Testing and JAM Sessions. Such activities motivate students to engage in group work as well as individual participation. The course uses a variety of materials both print and electronic, comprising Handouts, Worksheets, Power Point Presentations, Audio-Visual Aids, Excerpts from Newspapers & Magazines and Web-Based Resources. In 2012-13 and 2013-14, seminars and workshops were conducted for the PD Students.

1.1.8 How does institution analyze/ ensure that the stated objectives of curriculum are achieved in the course of implementation?

Every program offered in the Institute has been assigned a Project Director, a Chief Coordinator and an Assistant Coordinator of Studies, who work in tandem with the Director, RIE, who further updates the concerned administrative authorities from the Education Department, Panjab University and the industry about the new developments. Furthermore, a constant check on implementation is kept by the Chief Coordinator and the Assistant Coordinator through regular visits to the classes and meeting with the coordinators and principals.

1.2 ACADEMIC FLEXIBILITY

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

PD: The Institute offers an employability skills program called “RIE Certificate Course in Personal Development (PD)”, a 100-hour need-based program which has emerged as a successful course focusing on the personal development of students. It concentrates on enhancing their communication skills, soft skills and life skills. The program was conducted in six colleges of Chandigarh Administration for the final year students pursuing graduation in different streams. It has benefitted over 12000 students between 2009 and 2014.

PGCTE: The main program of our Institute has been improved on the lines of the current academic developments and has been transformed from a classroom course to an Online Course. It gives the utmost flexibility to the participants to study while not disturbing their personal schedules and also their job as most of the participants are from Government Schools.

C-TOSS: RIE offers these two courses as a doorstep program in various schools and colleges. The foremost objective of these programs is to develop language skills& employability skills of the students immediately after school. The primary aim is to enhance students’ communicative competence in English to meet varied needs in different professional contexts. In addition to this, for developing job-readiness, special attention is paid to non-verbal communication and various social skills.

1.2.2 Does the institution offer programs that facilitate twinning /dual degree? If ‘Yes’, give details.

NA

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- **Range of Core /Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programs and courses**
- **Enrichment courses**

MA (English): RIE is the first Institute of its kind that offers utmost flexibility to its MA students in academic choices. It is also the only Institute which

offers Linguistics as a major subject and not just as an optional choice. Also, after the first year of MA, our students are given the option of working part-time with RIE's C-TOSS program without disturbing their classes.

For other Courses **Refer to Point No 1.2.1**

1.2.4 Does the institution offer self-financed programs? If 'yes', list them and indicate how they differ from other programs, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes, RIE Certificate Course in Personal Development (PD), a 100-hour need-based program is offered to all final year students of Government Colleges of Chandigarh (for details refer to **Departmental Profile: PD**)

1.2.5 Does the college provide additional skill oriented programs, relevant to regional and global employment markets? If 'yes' provide details of such program and the beneficiaries.

RIE Certificate Course in Personal Development has been conceptualized for College students and a similar program has been made for school students, called C-TOSS.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

NA

1.3 CURRICULUM ENRICHMENT

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programs and Institution's goals and objectives are integrated?

RIE follows the curriculum of Panjab University for its MA (English) program and supports it by providing extra help to its students in the form of seminars, extra classes and workshops on various subjects and topics.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and to cater the needs of the dynamic employment in the market?

The curriculum of our Skill Development Program (PD Program) has been made on the lines of the syllabus corroborated by Ministry of Human Resource Development, New Delhi. A similar program made for school students called C-TOSS follows the curriculum given by the Department of Information Technology, Chandigarh Administration

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Seminars on Women Empowerment, Gender Sensitization and others are held regularly so as to inform the students about the various socio-cultural and legal developments happening around them that they need to know about. Other than this, variegated topics like these are used for the GD and Group Talk sessions where the students are primed about them. They learn more about them in the process.

1.3.4 What are the various value-added courses/enrichment programs offered to ensure holistic development of students?

- **moral and ethical values**
- **employability and life skills**
- **better career options**
- **community orientation**

All our programs have integrated sessions on Work Ethics and Values, Employability Skills, Better Career Options, Career Counseling Sessions and Interpersonal Skills. These are some of the areas that we focus on for the overall personal and professional development.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Monthly feedback is taken from students for their classes as well as the teachers' performance. The same is duly considered for changes to be brought in the curriculum or methodology.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment Programs?

A constant check on implementation is kept by the Director through regular visits to the classes and meeting with the coordinators and principals.

1.4 FEEDBACK SYSTEM

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Designing the Functional English Syllabus for BA Classes adopted by Panjab University and 200 other colleges of India.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programs?

Feedback is taken informally as well as through written correspondence to initiate future course of action.

1.4.3 How many new programs/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programs?)

a) RIE Certificate Course in Personal Development (PD Program): This course was the need of the hour as a serious view was taken of the lack of employability and communicative competence in undergraduate students in Government Colleges of Chandigarh. It has immensely changed the lives of over 15, 000 students in the past 4 years.

b) Chandigarh Training on Soft Skills (C-TOSS): The Department of Information Technology, Chandigarh Administration had initiated this course for the Government Schools of Chandigarh for improving communication skills of Government school students of Chandigarh Administration. RIE is proud to mention that it has recently been given the charge of the entire program and has been given 90 schools to manage for this session.

c) MA (English): RIE is the first Institute of its kind that offers utmost flexibility to our MA students in academic choices. We are also the only Institute which offers Linguistics as a major subject and not just as an Optional choice. Also, after the first year of MA, our students are given the option of working part-time with RIE's C-TOSS program without disturbing their classes.

CRITERION II
TEACHING-LEARNING AND
EVALUATION

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the Institute ensure publicity and transparency in the admission process?

The Institute has been providing quality education to the entire northern region as the status of the Institute is regional for the past 50 years. The Institute is a premier Institute in the region as far as teacher education and postgraduate studies are concerned. It is a reputed Institute and the programs run by the Institute get coverage by the media.

For post graduate studies (MA English), RIE is affiliated to the Panjab University and admission schedule which is circulated to all the affiliated Institutes is followed. RIE gives an advertisement in newspapers of national repute and also on the institution's website. Besides, the Institute also circulates information regarding the admission process through the common prospectus published by all the affiliated institutions.

For teacher training course, RIE admits teachers who are nominated by the District Education Officers of northern states and also teacher aspirants. For this also an advertisement is given in the newspapers and letters are sent to district education officers. For admission of teacher aspirants, a merit list is shortlisted and interviews are conducted and the results are displayed on the notice boards.

Full transparency is maintained in all courses and vacant seats are filled from the waiting merit lists in order with prior notice to the public and interested students.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programs of the Institution.

The Institute offers Post graduate level courses such as M.A English and PGCTE. For MA English, the Institute strictly follows the admission process formulated by the Panjab University. The admission committees are constituted by the Institute. Students are counselled regarding the strengths of course offered by the Institute and also about fee, rules and eligibility. For PGCTE, we are expected to admit all the nominated teachers by different state governments. Course applications are invited from the teacher aspirants and eligible candidates are admitted after a rigorous screening and interview.

The scrutiny of applications for both the courses is done by the admission committee and a list of selected students for the courses is prepared and displayed on the notice boards of the Institute. Admissions to MA are strictly on merit and as per the guidelines/ circulars issued by the Panjab University for admissions.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the Institute and provide a comparison with other Institutes of the affiliating university within the city/district.

Program	Min % prescribed by University	2011-12		2012-13		2013-14		2014-15	
		Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %
M.A English.	45%	45	65.7	45.6	77.8	49.2	66.6	53.7	70

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?

The admissions for MA in the Institute are made as per the eligibility criterion given by the Panjab University. The reservation policies of the Government of India are also adhered to. However Punjab University being an affiliating institution looks after all the processes regarding the review.

For PGCTE, we are expected to admit all the nominated teachers as mentioned above. However, their performance is reviewed through assignments, tests and examinations. Some teachers are invited for short master trainers workshops held from time to time so that their training has a cascading effect.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- SC/ST

- OBC
- Women
- Differently Abled
- Economically weaker sections
- Minority community
- Any other

The Institute follows all the norms established by the Panjab University under each category and ensures equity for all eligible candidates.

2.1.6 Provide the following details for various programs offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programs/Year	Session 2009-2010		
	No. of Applications	No. of Students admitted	Demand Ratio
PGCTE	162	162	
Short Courses	1515	1515	
Programs/Year	Session 2010-2011		
	No. of Applications	No. of Students admitted	Demand Ratio
MA I	38	18	
MA II	-	-	
PGCTE	97	97	
Personal Development	2893	2893	
CTOSS	1270	1270	
Short Courses	1414	1414	
Programs/Year	Session 2011-2012		
	No. of Applications	No. of Students admitted	Demand Ratio
MA I	35	22	
MA II	09	09	
PGCTE	137	137	
Personal Development	3236	3236	
CTOSS	2001	2001	
Short Courses	5912	5912	
Programs/Year	Session 2012-2013		
	No. of Applications	No. of Students	Demand Ratio

		admitted	
MA I	20	12	
MA II	13	13	
PGCTE	62	62	
Personal Development	3155	3155	
CTOSS	2103	2103	
Short Courses	5767	5767	
Session 2013-2014			
Programs/Year	No. of Applications	No. of Students admitted	Demand Ratio
MA I	35	16	
MA II	08	08	
PGCTE	114	114	
Personal Development	3245	3245	
CTOSS	2400	2400	
Short Courses	6296	6296	
Session 2014-15			
Programs/Year	No. of Applications	No. of Students admitted	Demand Ratio
MA I	57	18	
MA II	8	8	
PGCTE	49	49	
Personal Development	3103	3103	
CTOSS	12000	12000	
Short Courses	1142	1142	

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The Institute caters to the need of differently-abled students by making special arrangements for their convenience. In MA we provide:

- a. Reservation to physically and visually challenged students as per the reservation policy of the Government.
- b. Fee concessions.
- c. Scholarships.
- d. Conduct of exams of such candidates at the ground floor.

- e. Conduct of classes of such candidates at the ground floor
- f. Permission of having a writer for the exam.
- g. Toilet facilities,
- h. Audio/ Visual Material
- i. Lift, Ramp (Proposed).

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the program? If 'yes', give details on the process.

Yes, the institution assesses the needs in terms of knowledge & skills before the commencement of the program. It has already been mentioned that the Institute conducts a written test and interviews to assess the students' needs in terms of knowledge and skills before the commencement of the program. The written test also functions as a diagnostic tool to assess the needs of the students in all the courses conducted by the Institute. Need Analysis is the essence of all RIE courses and the curriculum developed by the Institute for all the courses. RIE tries to frame curriculum as per the needs reflected in the diagnostic tests.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the program of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

The Institute provides

- Remedial short courses to the In-service teachers from time to time.
- Personal development courses at the college level for students of govt. colleges of Chandigarh.
- Training of Soft Skills to the students of Government schools of Chandigarh
- Door step training to college teachers and school teachers as and when the demand is raised.

2.2.4 How does the Institute sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The Institute sensitizes its faculty, staff and students about the issues like gender, inclusion and environment by sending faculty to such seminars, organizing debates and group discussions, workshops on issues such as gender equality, save girl child, women empowerment and equality among people. Students are often given direct counselling by the faculty and indirect counseling by organizing guest lectures on such issues etc. The Institute has observed an increasing trend related to the number of female students at the Institute, in the last four sessions. The environment and cleanliness issues are

also important for the Institute. Environmental day, Cleanliness drive and Earth day etc. are celebrated to create such awareness.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The institution identifies special educational/learning needs of advanced learners by:

- a) monitoring the daily attendance, punctuality and discipline
- b) assessing the classroom interaction and associated body language
- c) having analytical research of student performance in various examinations.
- d) supervising and monitoring participation of students in co-curricular and extracurricular activities.

The institution responds to special educational / learning needs of advanced learners by:

- a) providing extra facilities such as language labs and book kits.
- b) giving responsibility to students by making them team leaders in academic and co-curricular activities
- c) motivating them to participate in on-campus and off-campus activities such as inter- college debates and youth festivals
- d) names and achievements of students are displayed on the notice boards and merit boards to motivate other students
- e) prizes in the form of books
- f) encourage participation in presentations/seminars
- g) writing research papers in association with the faculty and also independently
- h) organizing UGC/NET classes
- i) organizing film appreciation programs
- j) organizing film-making workshops

2.2.6 How does the Institute collect, analyze and use the data and information on the academic performance (through the program duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

Students are assessed on the bases of class tests, vivas and presentations from time to time. Remedial classes and academic writing and spoken English 100 hours program designed exclusively for MA Students have proven beneficial in this regard. The faculty is always eager to help the students in every way.

Other programs offered by the Institute where students are involved are personal development (PD) in colleges and soft skills training (CTOSS) in

schools and it is expected from the colleges and schools to look into this aspect. However the trainers engaged for each program are instructed in the training to understand and take into consideration the uniquely different abilities and competencies of all learners.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blueprint, etc.)

The Regional Institute of English plans the academic activities on the basis of academic calendar of Panjab University. At the start of every academic session, RIE prepares its annual tentative schedule of short-term courses and activities like seminars, workshops conferences and so on.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

To improve the quality of teaching and learning process of the Institution, RIE has been using certain methods like House Tests, presentations, assignments, snap tests, unit tests to provide a holistic approach of teaching and learning. IQAC, recently formed, ensures that academic activities like field trips, guest lectures, and extension lectures by University professors are held from time to time.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Student-centric learning is encouraged with the help of infrastructure amenities like Language lab, Audio-Visual aids, smart classrooms, Wi-Fi access, Media Centre, a high-tech library, online forums, film club etc. The Institute also has a separate Language lab for students to access internet and other language learning software.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them in to life-long learners and innovators?

Every year, for Teacher Trainees and students of Department of Post Graduate Studies, RIE conducts competitions like Paper Reading, Extempore, debates, short-story writing, poetry recitation, slogan- writing, talent hunt, Power Point Presentation, poster making and one-day educational

tours to enhance their critical thinking and creativity. To spread awareness about environmental issues several plantation programs have been organized on Van Mahotsava. The Institute imparts learning in a stress free environment, therefore Reiki and stress management workshops are held for teachers and students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective e-teaching? Eg: Virtual laboratories, e-learning-resources from National Program on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NMEICT), open educational resources, education, etc.

The Institute is well –equipped with internet facility by having Wi-Fi that can be accessed by both the teachers and students. Use of technology in teaching and learning removes the tedium of textbooks and at the same time accelerates learning experience. For this purpose the Institute has converted all the classrooms into smart classrooms.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The faculty and students are exposed to advance level of knowledge and skills through various channels. The Institute also accommodates an English Language Fellow (ELF) sponsored by RELO, New Delhi who holds workshops for faculty and students. This has been practiced regularly since 2010.

The ELF familiarizes the faculty members with the usage of modern teaching tools and techniques particularly software like Live Code, Hot Potatoes and Moodle. The faculty members further impart these skills to the students.

2.3.7 Detail (process and the number of students\benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advises) provided to students?

The students are provided with social and psychological support via different committee members of the Institute. The Institute has various committees working for students' welfare which include Anti-sexual Harassment committee, Grievance Cell, Anti Stress Helpline, and Anti Ragging Committee. Mostly all the students come forward with their queries on job placement, academic advice and future prospects.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The faculty constantly updated themselves by attending seminars, conferences and workshops. The English Language Fellow (ELF) at RIE provides the faculty members with the unique opportunity to update them in using technology in teaching and other new and innovative practices that have come up. Faculty uses authentic material & audio visual aids and stresses on students centred approach to hone reading writing, listening and speaking skills. For this purpose demo lessons are given by the senior faculty and video lessons are also shown to them. They are also sent to local government schools for teaching practice

2.3.9 How are library resources used to augment the teaching-learning process?

The students can borrow books, journals, magazines and CDs/DVDs from the library. The students also have access to various newspapers encyclopedias, dictionaries, and reference books. The students can also place requests for a specific book or a resource which is promptly procured by the library. The faculty and the students can avail Xerox facility available in the library.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The Institute ensures that all the classes are met regularly and adherence to the time frame is strictly monitored to complete the syllabus and curriculum within planned schedule.

2.3.11 How does the Institute monitor and evaluate the quality of teaching learning?

By the end of every academic session, feedback is taken from the students. Students' performance in house examination as well as in University examination is carefully monitored and according a plan of action is devised for the next academic session.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted

by the Institute in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers =07							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.		01	0	03	0	01	05
M.Phil.			0	01	0	0	1
PG				0	0	0	0
Contractual Staff =01							
Ph.D.					0	0	0
M.Phil.					0	0	0
PG					0	01	01
Resource Persons =07							
Ph.D.					0	0	0
M.Phil.			01		0	01	02
PG					02	03	05

- Criteria followed for the selection of the members of faculty :
 1. The regular faculty is selected by the selection committee of UPSC as per the guidelines of the UGC by advertising the posts in national level newspapers.
 2. The contractual faculty and resource persons are selected by the selection committees framed as per the guidelines of Panjab University. The subject expert is called from other institutions. The procedure followed is as per the UGC norms.

- The Institute has required number of qualified and competent teachers to handle the present courses. However, it has proposed induction of more faculty members to meet the needs of organizing more courses at the Institute so that the potential of the Institute is utilized optimally.
- The Institute also has a number of highly qualified guest faculty members for running different courses.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programs/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

To meet the requirements of new courses such as RIE Certificate Course in Personal Development and CTOSS, the faculty has been selected on contract basis by Selection Committee since 2010.

2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programs

Academic Staff Development Programs	Number of faculty nominated
Refresher courses	01
HRD programs (NSS)	
Orientation programs	01
Staff training conducted by the university	-
Staff training conducted by other institutions	5 in computers+ 1 in Statistics
Workshops on the revision of existing syllabus	01 (AUSEP)

b) Faculty Training programs organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

1. Many programs have been initiated
 - Ten week Online courses from US universities on teaching methodology, ESP, Critical Thinking, Web tools, etc.

- The Faculty members are encouraged to do these programs to update themselves. Most faculty members have done at least one such course.
 - Two faculty members attended a leadership program in the UMBC on the basis of merit as only one person from India is selected for these programs in 2011 and 2012.
 - Three faculty members was selected to present in the annual TESOL conference in the years 2012, and 2014.
2. All faculty members have been given desktops and laptops for smooth functioning of the Institute and they all are able to use the technological devices.
 3. They are encouraged to attend seminars, conferences etc. and to conduct workshops at these conferences and extension lectures at various institutions.
 4. The institution encourages the faculty to engage in research activities like doing Ph.D. & M. Phil. which help them academically and professionally i.e. to enhance the teaching quality. Faculty members consult print journals in the library and online journals through the Internet which is easily accessible at the Institute's campus. This facility helps to enhance their teaching skills.
 5. Teachers are allowed duty leave by the institution to participate in national and international Seminars, Conferences, and Refresher/ Orientation courses.

6.

Sr. No.	Programs Organized	Title/Subject	Level	Duration
1	Workshop by Claire Siskin (Regional English Language Office)	Hot potatoes	Basic	1 day
2	Workshop by Claire Siskin	Live Code	Basic	1 day
3	Workshop by Claire Siskin	Curriculum development	To frame undergrad level English Syllabus	1 week

4	Workshop by Marie Delaney	Motivating the Unmotivated	For CTOSS trainers and school teachers	1 day
5	Workshop by Marie Delaney	Unblocking the Learning Blocks	For PD trainers and college teachers	1 day

- **Teaching learning methods/approaches:**

1. The chalk and blackboard method of teaching has its strengths, but to keep pace with the changing needs of the students the Institute has also introduced smart classroom digital technology which comprises of overhead projectors, digital pointers, white boards, podium with computers and Internet facility. Some of the labs are matched with effective sound system as well.
2. The staff is trained in usage of Power Point Presentation in the Smart rooms.
3. Laptops are provided to the staff members to readily enhance their teaching techniques and a Wi-Fi facility is also available for the teachers for easy accessibility of the Internet.

- **Handling new curriculum:**

It is considered important for the faculty members to attend workshops and the refresher courses organized by university in order to make them familiar with the updates in the curriculum.

For other courses such as PGCTE, the faculty takes initiatives in attending workshops and conferences to be abreast with the latest methodology in teaching of English. Recently, the faculty, regular as well as contractual, have attended conferences in Chandigarh, Delhi, Hyderabad, Lucknow, Chennai, in India and University of Maryland, Baltimore County, TESOL Conference, Portland US, NELTA Conference in Kathmandu, Nepal in the years 2011, 2012 and 2013.

- **Content/knowledge management:**

The content is managed by the coordinators and subject experts. They plan the topic-wise timetable according to the prescribed syllabus which is given to the students. In PGCTE, all faculty members have converted their teaching material into e-content which is available on the RIE website. Every faculty is provided users Id and password through which e-content is accessed and edited.

- **Selection, development and use of enrichment materials:**

Most teachers are generally proficient in using computers. All faculty members have desktops to work at the Institute and laptops to enhance their output because the faculty members generally use PowerPoint presentations for teaching. The Institute has an interactive white board which the faculty uses for various workshops, lectures and seminars. The Institute faculty is trained to develop materials and select relevant materials from the resources available. For any new course, this procedure is generally followed. Once the material is selected /developed, there is a follow up workshop to train teachers in using the material. In the recent past this exercise was done o develop materials and follow up training in AUSEP, CTOSS, Chandigarh Administration project to develop materials to bridge the gaps between kindergarten and class 1, class 1 and 2. For this project training is being given at the Institute in using the materials developed at the RIE.

- **Assessment:**

For all courses, the assessment of the teachers and the course done is through feedback by the students. The Institute is following the practice of evaluation of the teachers by students on points such as teaching, punctuality, content, effectiveness, attitude, etc. on the basis of a confidential feedback questionnaire. The Director regularly meets the course participants to take appraisal of the course, faculty, content and infrastructure.

- **Cross cutting issues:**

Appropriate level of education equips the individuals with meaningful knowledge, bewildering technologies, values and psychosocial competencies to enable them to efficiently manage the complex challenges of everyday life. For this purpose, teachers are given training to handle the extra work load, stress and psychological problems of the students. Scholars of eminence (psychologists) are invited to conduct brain storming sessions in the institution.

The Cross Cutting Issues Section comprises of the responsibility of ensuring the salient contemporary and emerging issues by putting these in mainstream of the curricula. The syllabus of every subject is designed by a peer team of Board of Studies of the university that ensures that the life development issues like gender issues, environment, best from waste, traffic awareness, AIDS awareness, etc. are included in it.

- **Audio Visual Aids/Multimedia:** Teaching at the Institute is complemented by the use of audio-visual aids which leads to enrichment in teaching and learning process. Faculty is provided with adequate technology (desktops/laptops) which can be used to facilitate the teaching process. Audio-visual aids and smart classrooms supplant the teaching.
- **Open Education Resources (OER):** The Institute's campus has Wi-Fi facility and therefore all the open educational resources available on the Internet can be accessed and downloaded easily. The faculty makes use of such resources in making their teaching more effective and student centric.

2.4.4 What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programs industrial engagement etc.)

The Institute constantly motivates the teachers to pursue their higher education or research in the form of PhD and M.Phil. Adequate support structure is in place in case any faculty member decides to go on study leave or research. Also, encouragement is extended towards faculty members who regularly publish their work in research journals, newspapers or magazines.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Refer to Criterion III – Point 3.4.4

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The Institute has introduced evaluation of teachers by way of feedback questionnaire. The feedback by the students and teacher trainees is carefully studied and areas which need improvement or evaluation are identified.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The Stakeholders of the institution i.e. students and faculty members are informed about evaluation process by giving general instructions mentioned in the prospectus of the institution. The periodic instructions issued by the parent university and the Education Department are promptly communicated to the students and the faculty. The faculty members read the instructions even in the classrooms and copy of the same is also displayed on the students' notice-board. Likewise they are informed at the start of the session regarding the terminal tests and final exams well in time so that they can prepare themselves for these. Students are also clearly made aware of the eligibility conditions required to appear in the final exams. They are informed of the criterion of the internal assessment. The evaluation is the integral part of teaching learning process. So, the institution makes effective arrangements for the smooth application of the rules about the evaluation processes. The Institute has developed a proper mechanism for this purpose. Time to time staff meetings are also conducted concerning evaluation process.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

Verbally the students are evaluated through group discussions, seminars and sometimes blackboard tests are also held for some interesting and short topics. It makes the evaluation more interesting for students. Faculty members also try new innovations in their teaching skills to make evaluation more interesting and beneficial for the students. MA English program of the Institute is affiliated with Panjab University, Chandigarh. The university has initiated various evaluation reforms viz.

1. Introduction of internal assessment system.
2. Introduction of O.M.R Answer Sheets.
3. Introduction of table marking and evaluation through secret roll nos. so as to make each evaluation process more transparent.
4. Introduction of objective questions in the question papers.

The Institute has adopted most of these university reforms concerning evaluation viz.:

1. Same pattern of question papers is used in house examinations.
2. Internal assessment is awarded to the students as per the university directions.
3. Class tests and unit tests are conducted to evaluate the performance of students.

4. Student centric learning is stressed upon through assignments, projects, seminars and practical sessions.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The evaluation reforms of the university are followed in the best of the spirit. The evaluation is all fair and all efforts are made to satisfy the students by showing them the evaluated performance in the answer sheets. Any doubt about evaluation is made clear to the students. A complete record of answer sheets and award lists of weekly tests /assignments etc. is maintained by the respective teacher in charges. Whenever class tests and term tests are taken the results of the students' performance/awards are shown to the students to encourage them or counsel them for better performance. The institution has followed the improved examination system as prescribed by the Panjab University, Chandigarh.

2.5.4 Provide details on the formative and summative evaluation approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system?

University is the sole authority for implementation of reforms in examination and evaluation but faculty members who are a part of academic bodies of the university actively campaign for reforms. Even then for bringing about a positive change in the evaluation practices, the institution adopts both formative and summative methods of evaluation. Formative approach to evaluation includes measuring the students' achievement through verbal tests, group discussions, seminars and weekly test. The evaluation through these approaches gives a lot of information about students' achievement after teaching a particular unit. The concerned teacher may get some direction about the students' aptitude and necessary steps regarding his/her improvement can be worked on. The summative evaluation is done during terminal tests. Even if some students don't perform well or clear the eligibility condition, an extra chance is given to them for their evaluation. All faculty members follow the formative approach to measure students' achievements & performance through

- 1) group discussion
- 2) class test
- 3) verbal test
- 4) assignments

For summative approach, terminal tests are conducted in the Institute. If any student doesn't clear the condition of these terms tests; one special test is

taken to improve his performance for final examination. This is how the institution uses the formative and summative evolution approaches in the campus.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills etc.).

There is complete transparency in the internal assessment of the MA students. The criterion adopted is as directed by the University. All the students are familiar about the transparency in internal assessment. Following directives by the PU are followed for the internal assessment of MA English students:

1. 20% weightage to the continuous assessment (Continuous Assessment includes written assignment, snap tests, participation in discussions in the class, term papers, attendance etc.).
2. 80% weightage to the terminal evaluation.

The internal assessment is made by the faculty members keeping in mind the following aspects/factors of students' performance during the academic year:

- 1) Class attendance
- 2) Class assignments
- 3) Score in the term examination etc.

Along with all the above aspects of the students, their behavioural aspects, independent learning and communication skills etc. are also taken into account while evaluation of a student.

2.5.6 What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The Institute aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence. The Institute has specified its graduate attributes clearly. The Institute strives to:

- make its students employable.
- make students valuable global citizens.
- make students academically sound enough, so that they are able to stare in the eyes of the competitive world.

The Institute ensures that by the time the student finishes his/her course, he attains all the fore mentioned specified attributes. The faculty members of the college work rigorously throughout the academic year to enable the students imbibe the valuable lessons through seminars, workshops, moral lectures and presentations. The faculty sensitizes students towards inclusive social

concerns, human rights, gender and environmental issues to make them sensitive, sensible, useful and conscientious global citizens.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The grievances of the students are addressed through proper channel. In-house exam evaluation results are addressed at the Institute's level whereas any grievance related to the university exam is taken up with the Panjab University. The examinations are conducted by university and the Institute follows the instructions of the university. The Institute follows open evaluation system where performance of the students is displayed on the notice board. All grievances regarding evaluation, including the internal assessment marks awarded to the students, are redressed by the Registrar, Exams and the respective Coordinators/Heads of Programs/Departments. The Registrar coordinates with the other members of the department and assists students in the redressal of their problems regarding conduction of examination, evaluation process, results, etc.

2.6 Student performance and Learning Outcomes

2.6.1 Does the Institute have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

From time to time meetings are held, circulars issued and discussions on different issues and aspects related to learning outcomes are held. PG students are prepared for NET, SET examinations. The faculty members brief them from the very commencement of the program about the outcomes. Career Counseling sessions highlight the future prospects, academic or otherwise of the chosen course.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

To facilitate the achievement of intended learning outcomes, the Institute chalks out the following strategies:

- Academic Calendar is prepared for all the programs.
- Detailed Teaching Plan (weekly) of every teacher is given both to the teacher and the students to increase accountability of both the teacher and the student.
- Term wise syllabi of the university to be completed is given to the students
- To inculcate discipline among the students, proctorial duties of the staff members are fixed.

- Internal Assessment process is made transparent and the criterion is explained to the students at the beginning of the course/ semester.
- Enrichment classes for academically advance students are held to help them to prepare for UGC Net Examination.
- Library is given a good budget each year to procure relevant and important books not only for academic but also professional development.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

- The RIE's initiative of the personal development program which involves undergraduate students in the local colleges of Chandigarh helps the students under the PD umbrella to get jobs in various sectors. Also a counseling session by Parveen Malhotra, an expert in career counseling followed by placement drive is held every year for these students. This program also generates employment and employs trainers for conducting the program.
- The C-TOSS program generates employment for many. This year, it is expected to generate employment for about 100 people. These people include fresh graduates and post graduates with good communication skills. Many students trained under PD program also get short term employment under C- TOSS.
- The aspiring students of the Institute are also guided for, UGC NET/ JRF so that they can get jobs and pursue research work.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

For Personal Development Program and the CTOSS program, remedial teaching is done to encourage students. The teaching/training methodology is tailored to suit the learning needs of the students and the best care is taken during the training of the trainers engaged to understand the needs of students so that they do not feel mental barriers in learning.

For PGCTE program, it is seen that teachers hesitate to use English as a medium of instruction as they are not proficient enough or fail to transfer their competence to performance. For such teachers, counselling is provided by the faculty and the coordinator so that they do not feel out of place. They are given more training by encouraging them to participate in micro teaching to their peer group. These teachers are also given training in using computers

and other such technology for teaching English and become competent to handle computers for their needs.

For MA students, class tests, presentations and projects help us to assess the students' performance.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

The institution monitors and ensures achievement of learning outcomes through

- i) feedback of alumni and outgoing students
- ii) encouragement to participate in various events/competitions
- iii) encourage them to do voluntary work in academic events organized by the Institute and using the skills learnt

2.6.6 What are the graduates attributes specified by the Institute/affiliating university? How does the Institute ensure the attainment of these by the students?

NA

2.6.7. Does the institution and individual teacher use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes the Institute uses assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning. For example house test and assignments are arranged for MA in English students periodically, through which their performance is assessed and accordingly feedback is given to improve upon it. For PGCTE trainees again the assignments and tests are used.

Any other relevant information regarding Teaching-Learning and Evaluation which the Institute would like to include.

All Faculty members are competent teachers and they are often invited for extension lectures and to collaborate with other institutions in the evaluation activities. The institutions where the teachers generally go to facilitate teaching and learning at various levels, testing and evaluation, curriculum development, etc. are the Panjab University, the British Council, the American Center, the English and Foreign languages University, IGNOU, SSA, RMSA and the schools and colleges of Chandigarh administration.

CRITERION III
RESEARCH, CONSULTANCY
AND EXTENSION

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1. Does the institution have recognized research centers of the affiliating University or any other agency/organization?

Yes, but it is not affiliated to any university. However, the Institute has its own research centre which provides consultancy, guidance and extension services to the State Governments.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The Institute always had a research committee to monitor and address issues of research. The composition of the committee includes the Head of the Department of English and other faculty members of the department with the Director as its convener. Some of the recommendations of the committee have been the following:

1. Purchasing various web archives so as to provide the faculty as well as students adequate web resources to conduct well-informed research.
2. Increase in the budget allocation for library.
3. A provision for seed money for faculty and students to undertake research.
4. Provision for duty-leave and travel grant for faculty members to present research papers at seminars.
5. Provision for sabbatical leave for faculty members wanting to undertake research.
6. Organizing seminars, workshops on academic areas of interest of faculty members.
7. Inviting eminent academics for delivering lectures to students and faculty.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- **Autonomy to the principal investigator**
- **Timely availability or release of resources**
- **Adequate infrastructure and human resources**

- **time-off, reduced teaching load, special leave etc. to teachers**
- **support in terms of technology and information needs**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- **any other**

To those who have received grants for major research projects the Institute provides all the above facilities.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Special talks and lectures are arranged during each semester for creating research aptitude in the students. Faculty members arrange activities at their own level as class presentations and assignments to encourage research aptitude in the students.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

No. of students enrolled for PhD

Dr Sharda Kaushik: 03

Dr Jyoti Singh: 01

Dr Vijaya Singh: 03

Dr Preeti Sharda: 1

The faculty is highly research oriented. See annexure 6 (Publications). Ms. Vandana Lunyal is an active member of research group of University of Warwick, EFLU, Hyderabad and the British Council, Calcutta. Refer official Website of British Council, India.

The Institute has designed courses for Polytechnic Institutes of Haryana and also produced teaching and references materials. It has been a pioneer in designing the functional English syllabus for BA students of Panjab University which was adopted by UGC in totality. It is presently opted by more than 200 hundred colleges across the country.

3.1.6 Give details of workshops/ training programs/sensitization programs conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture

among the staff and students.

See Annexure 1

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

This Institute with an expertise in the field of Linguistics, language and literature is the only Institute of its kind in the whole of Northern region. Cinema studies and Translation Studies are also emerging as an area of interest.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The Institute organizes from time to time extension lectures of eminent academics for faculty and students. **Refer departmental Profiles for details.**

3.1.9. What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The following faculty availed leave to pursue research in specific fields:

Dr Sharda Kaushik availed leave to pursue MS TV-Radio, from Syracuse University, Syracuse, USA. The course helped in learning use of different pedagogical skills and technology. The skills learnt are being used for material production at the Institute.

Ms. Vandana Lunyal pursued MA in English Language Teaching and Multimedia from the University of Warwick, UK. After acquiring the degree she undertook a project in film making with PGCTE trainees. It resulted in 3 zero-budget films--- *The Sound, Fish Tank and Teen Ache*.

Dr Vijaya Singh is currently on leave to pursue one year course in film direction at FTII, Pune.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

The Institute carries out research in the areas of language proficiency, grammatical proficiency, teaching English as a foreign language, developing reading, speaking, writing skills in English for school teachers and students by conducting surveys, interviews, and tests. The results of these findings are

then used for framing teaching methodologies, syllabi, and producing academic manuals for teachers and students. Findings of such research are also used for training school teachers teaching English.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research?

None

Give details of major heads of expenditure, financial allocation and actual utilization.

NA

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Not yet, but efforts are being made in this direction.

3.2.3 What are the financial provisions made available to support student research projects by students?

No provisions as such but various research committees have made suggestions to the effect.

3.2.4 How does the various departments/units/staff of the Institute interact in undertaking inter disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Since the Institute is an English language Institute, the focus is on developing research potential in the areas of linguistics, language and literature.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The institution encourages maximum use of its infrastructural facilities.

- Computers with internet facility are provided to all the departments.
- The working hours of the College library, which is equipped with a good collection of books, journals and e - resources have been set in such a way so as to facilitate its maximum use.
- In order to ensure the maximum circulation of important materials, the library allows an individual to retain its resources only for a stipulated period.

- Language Labs are upgraded periodically to meet the changing academic needs.
- Substantial investment is made in the up-gradation of libraries and information centers especially in acquiring e-resources of books and journals in the respective subject areas.
- An unfailing record of all available resources is maintained.
- Cross Departmental use of the resources is encouraged.
- Timely maintenance of the default equipment is ensured.
- Departments maintain Stock Registers for all the existing equipment.
- The HODs of the respective departments monitor and ensure that the resources under their care are used optimally by the faculty and students.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

No

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects						
Major projects						
Interdisciplinary projects						
Industry sponsored						
Students' Research projects						
Any other (specify)						

Refer to Annexure 1.

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college has a very well stocked library with web resources, books and journals. At the same time the Institute organizes from time to time lectures and workshops with eminent academics and writers for the benefit of students and faculty.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Institute is planning for an up-gradation of library facilities by buying more web resources and purchasing more books and journals.

3.2.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.

NA

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The Institute has tie-ups with other libraries in the city as the British Council Library and Central library, Sector 17 in Chandigarh.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

- Conference Alerts
- Directory of Conferences
- Conferences and Events
- Google Directory of Conferences
- Conference Database
- UN Conferences and Events
- Directory of Open Access Journals (DOAJ)
- Electronic Journals Library (8000+ Journals)
- UNESCO Social & Human Sciences Online Periodicals (700)

3.3.6 What are the collaborative researches facilities developed / created by the research Institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

Institute has well equipped RFID enabled library and also subscribes N-List of Inlibnet.

- The two language labs are available for the research scholars where they pursue On-line courses sponsored by Institutions like RELO which facilitate research.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

1. Patents obtained and filed (process and product)

NA

2. Original research contributing to product improvement

Many of the books produced by the faculty are used/recommended as textbooks in colleges and schools.

Student Education:

- Script to Screen
 - Communicating Effectively in English
 - Spring Board to Success
- Refer annexure 6 (Publications)

Teacher Education:

- Handbook of Teaching
 - Teaching Young Learners
 - What Happened Next
- Refer annexure 6 (Publications)

Manuals: Lot of manuals for teacher learning and material production for schools to assist in teaching have been produced.

- Marigold Series
- Refer annexure 6 (Publications)

3. Research studies or surveys benefiting the community or improving the services

The RIE faculty has published many research papers in national and international journals. RIE also undertakes research projects in ELT in the local schools. In the past, RIE has undertaken research work with a view to improving reading skills and speaking skills of the students. This research also helps the Institute in developing materials for teachers and students.

4. Research inputs contributing to new initiatives and social development

Research work carried out helps in material production for various programs with a view to develop English language skills in students as most knowledge available at the tertiary level is generally in English.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The Institute publishes an in-house journal, FELT. Plans are afoot to make it a peer reviewed journal.

3.4.3 Give details of publications by the faculty and students:

PUBLICATION PER FACULTY:

- Dr Sharda Kaushik: 42
- Dr Bindu Bajwa: 06
- Vandana Lunyal: 23
- Dr Gunbir Kaur: 14
- Dr Jyoti Singh: 13
- Dr Vijaya Singh: 09
- Namrata Parmar: 04
- Dr Preeti Sharda: 12

Number of papers published by faculty and students in peer reviewed journals (national/international)

- Dr Sharda Kaushik: 01
- Vandana Lunyal:02
- Dr Gunbir Kaur:02
- Dr Jyoti Singh:08
- Dr Vijaya Singh: 02
- Namrata Parmar: 03
- Dr Preeti Sharda:01
-

Monographs/ Books

- Dr Sharda Kaushik: 05
- Dr Bindu Bajwa: 02

- Vandana Lunyal: 05
- Dr Jyoti Singh: 01
- Dr Vijaya Singh: 01

Chapter in Books:

- Dr Sharda Kaushik: 04
- Dr Bindu Bajwa: 04
- Vandana Lunyal: 04
- Dr Gunbir Kaur: 03
- Dr Jyoti Singh: 02
- Dr Vijaya Singh: 06
- Dr Preeti Sharda: 06
- Namrata Parmar: 01

Books Edited

- Dr Sharda Kaushik: 29
- Vandana Lunyal: 01
- Dr Preeti Sharda: 04

Refer Annexure 6 (Publications) for details

3.4.4 Provide details (if any) of research awards received by the faculty

Research awards/ Recognition received by the faculty

Dr Sharda Kaushik :

- Fulbright Fellowship in Communication Technology USA (1999-2000)
- TCTP Scholarship in Teaching English, British Council UK (1990-91)
- International E- Learning Teacher Training Program in Teaching Online Teachers'
- Training Course on Webskills from RELO, US Embassy in June-Aug 2011

Dr Bindu Bajwa

- Three week professional development program in *Teacher Leadership* (19 July – 09 August, 2011) at the University of Maryland Baltimore County (UMBC), USA
- International E-Learning Teacher Training Program in “Critical Thinking Skills” Fall 2010 from the American English Institute with the University of Oregon, USA. She topped the course.

Vandana Lunyal:

- International E- Learning Teacher Training Program in Teaching “English for Specific Purposes: Sharing Best Practices”, from the American English Institute with the University of Oregon, U.S.A, 2012. She topped the international course with 100 % score.
- Three Week Professional Development Program in Teaching Leadership, University of Maryland, U.S.A.

Dr Gunbir Kaur

- Achieved distinction in PGDTE Course from EFLU, Hyderabad in 2010.
- Honored and given commendation certificate on Teachers’ Day 2005 for showing 100% pass percentage in B. A. Classes.

Dr Vijaya Singh:

- Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally: International Scholar, Society of History of Technology, University of Virginia, 2012-2013.
- Fellow, Indian Institute of Advanced Study, Shimla, India, 2010-2012.
- Pre-doc Fulbright Fellowship to NYU, 1999-2000.

Namrata Parmar

- Completed TESOL Certificate Course in Teaching English to Adult Learners from University of Wisconsin by securing 92% marks. There were 40 participants from various countries and she was selected from India.

Degrees Obtained

Dr Sharda Kaushik :

- MS (TV-Radio) Syracuse University, Syracuse, New York, USA (2000).
- MA (TEFL) Reading University, Reading, UK (1991).

Vandana Lunyal

- Long Term Hornby Trust, British Council Scholar from India in the Session 2007-08 for doing MA in ELT and Multimedia from the University Warwick, UK.

Incentives given to faculty for receiving state, national and international recognitions for research contributions

Non-monetary incentives are provided to the faculty members to receive state,

national and international recognition for the research contribution.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing Institute-industry interface?

Consultancy services are provided from time to time for government projects. The library is well equipped with books and journals that are useful in establishing the Institute industry interface. Workshops and seminars involving industry experts for the benefit of the enrolled students are a regular feature. They amount to proper counseling and consultancy for the participants. The institution provides door step consultation to school and college teachers as well as students.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

No stated regulation or policy has been provided for the same

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourages the staff to utilize their expertise and available facilities for consultancy services through

- Letters of appreciation.
- Felicitation on important functions in the Institute.
- Forwarding of names of faculty members for awards by various Government departments and NGO's.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Being a government organization, the Institute provides free consultancy to various organizations in the following areas:

- Syllabus Up-gradation
- Professional Development
- Soft Skills
- Establishment and Use of Multimedia Language Lab
- Use of Studio
- English Language Teaching

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for

institutional development?

Institute is a government undertaking and in that capacity it provides free consultation to the needy organizations.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and Student engagement, contributing to good citizenship, service orientation and holistic development of student?

The Institute encourages students to inculcate good citizenship values and develop community network by participating in nation building activities during floods, earthquakes and other natural calamities and organizing visits to museums, important monuments, orphanages and other such places.

3.6.2 What is the Institutional mechanism to track student's involvement in various social Movement/ activities which promote citizenship roles?

The students are encouraged to keep a record of their participation in social activities and submit it to their respective teachers.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Through annual report shared on the Institute's official website.

3.6.4 How does the institution plan and organize its extension and outreach programs? Providing the budgetary details for last four years, from list the major extension and outreach programs and their impact on the overall development of students.

From time to time the Institute organizes many programs that go a long way in benefitting the society. Details are incorporated in departmental profiles and the budgetary details that have already been given in criteria 4.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National /International agencies?

Most NCC, NSS and other programs are aimed at undergraduate students, whereas the Institute has only a post-graduate program of MA.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under privileged and vulnerable sections of society?

The MA program of the Institute is only two batches old. All efforts are underway to create a mechanism to empower students from under-privileged and vulnerable sections of the society. In collaboration with SLSA, a Legal Literacy Club has been formed recently to pave the way for this.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement student's academic learning experience and specify the values and skills inculcated

3.7.1 How does the institution collaborate and interact with research laboratories, Institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The Institute has collaboration with EFLU, Hyderabad for faculty exchange programs for PGCTE and PGDTE programs as well as with Regional English Language Office, US Embassy to appoint an English language Fellow every year at the Institute.

3.7.2 Provide details on the MOUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The Institute in collaboration with US Department of State conducts an exchange program of one month for students of Afghanistan University. So far three courses have been successfully held from 2010 to 2013.

The Institute also collaborates with Regional English Language Office, US Embassy to appoint an English language Fellow every year at the Institute. Stephen De Geguilio is currently working at the Institute.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

Institutional Membership of British Library, Chandigarh

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

a. Some eminent academics who visited the Institute:

1. Keki N. Daruwalla , Poet, writer
2. Prof. Ranjani Majumdar, JNU, New Delhi
3. Prof Ira Bhaskar, JNU, New Delhi
4. Prof Madhav Prasad, EFLU, Hyderabad.
5. Prof Akshay Kumar. PU, Chandigarh
6. Prof Pushpinder Syal, PU, Chandigarh
7. Prof. Shelley Walia, PU, Chandigarh.
8. Prof Anil Zankar, FTII, Pune.

9. Pervin Malhotra, Director, CARING, New Delhi.
10. Prof. Abhay Maurya, Ex. Vice Chancellor EFL University Hyderabad
11. Prof. Geetha Durairajan, English and Foreign Languages University, Hyderabad, Andhra Pradesh.

Refer to **Annexure1** for the conferences and workshops organized at RIE

3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

- a) **Curriculum development/enrichment:** courses like AUSEP, PGCTE, CTOSS and PD programs are designed and executed by the faculty.
- b) **Internship/On-the-job training:** CTOSS and PD programs
- c) **Summer placement:** No
- d) **Faculty exchange and professional development :** EFLU and RELO
- e) **Research:** No
- f) **Consultancy:** No
- g) **Extension:** No
- h) **Publication:** No
- i) **Student Placement:** No
- j) **Twinning programs:** No
- k) **Introduction of new courses:** No
- l) **Student exchange:** RELO for AUSEP
- m) **Any other:** No

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

- a) Afghan University Students Exchange Program (AUSEP)

The Institute has hosted the AUSEP for three consecutive years teaching both men as well as women participants. The program, funded by the US Department of State through their embassy in Kabul, was implemented by Asia Foundation — an international NGO. As part of the program, 26 Afghan nationals — 25 students and one chaperon — were handpicked through interviews, written tests and also on the basis of their academic performance. The students represented Eight Afghan universities — Baghlan University, Balkh University, Balkh Education University, Herat University, Herat

Education University, Kabul University, Kabul Education University and Nangahar University.

b) The Institute generally organizes various programs and workshops in collaboration with the British Council, The American Center in the field of English language teaching/ learning. In the year 2013, RIE organized two workshops one for college teachers and another for school teachers at the Institute in collaboration with the British Council New Delhi. The British Council provided the resource person and the RIE provided the venue and the infrastructure. In 2014, Dr Steve Mann from the University of Warwick visited RIE for a workshop for in-service teachers as part of initiative taken by RIE and The British Council.

The linkage with the American Center New Delhi has benefitted the Institute as in the last 4 years RIE has been given an English Language fellow by the American Center. The ELF is part of the RIE guest faculty. Moreover, the faculty members have also benefitted professionally by doing the e-learning programs that they received as award from the American centers.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

No

CRITERION IV
INFRASTRUCTURE AND
LEARNING RESOURCES

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The Institute building is managed by Chandigarh Administration. For furniture and equipments, proposals are invited from the Heads of the Departments who in turn take suggestions from faculty, and the proposals are sent to the Director Higher Education, Chandigarh and infrastructural facilities are created accordingly.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular facilities- classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, animal house, specialised facilities and equipment for teaching, learning and research etc.

Facilities available in the Institute:

a) Curricular and co-curricular activities available within the Institute:

- Smart classrooms equipped with LCD projector
- 3 seminar halls equipped with LCD projector
- 4 classrooms with TV screen
- 2 language laboratories- one with 30 computers, and the 2nd one with 20 computers. Language learning software's are installed in all the computers.
- The Institute does not have a botanical garden, but a minimalist garden is maintained.

Specialized facilities and equipment for teaching learning and research:

- One language lab is kept open for 24×7 for the access of the hostel residents.
- Films, journals, periodicals etc. are made available to the students.

b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

b) Extra-curricular facilities provided:

- Sport field (for playing basketball, tennis, volley ball and badminton)
- Indoor sport (table tennis)
- Gymnasium in the hostel
- Multi-purpose hall

- Cultural activities are organized from time to time
- Competitions are organized on public speaking.
- RIE specializes on communication skills. It offers certificate courses on communication skills.
- Yoga training is also given to the hostel residents

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

- RIE thinks ahead of its time by introducing need-based courses. It allocates budget and equips classrooms and resource centers.
- The following facilities are developed during the last four years:
 - Office lobby is created out of 2 rooms
 - The 2nd language lab is made with 20 computes along with language learning software.
 - M.A. classrooms are established with furniture and TV screen.
 - Library is equipped with books related to M.A (English), ELT etc.
- 1 Crore and 20 lakhs (30 lakhs per year) has been spend in the last four years for the development of campus facility, infrastructure and equipment's.
- Total plot area of the Institute: 2.4 acres
- Total existing block: 8944 sq. feet
- Proposal for additional block: 19253 sq. feet
- Existing physical infrastructure (covered area):
 - Ground Floor: 20 rooms (3 office, 4 class rooms, 1 library, 1 canteen and washrooms)
 - First Floor: 2 language labs, 10 faculty rooms, 2 classrooms
 - Second Floor: 14 hostel rooms
 - Third Floor: 1 multi-purpose hall, 2 kitchens, 1 studio
- Future plan for expansion/ required:
 - Auditorium
 - Lecture theatre
 - Ladies hostel
 - Guest room
 - Cafeteria
 - On-campus accommodation for the warden
 - Security guard shelter and Chowkidar cottage
 - Underground parking

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of the students with physical disabilities?

Following facilities are for students with physical disabilities:

- Classes are conducted on the ground floor.
- Proposal for installing an elevator has been submitted to Chandigarh Administration for consideration.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel facility-accommodation available
- Recreational facilities, gymnasium, yoga centre etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostel
- Wi-Fi facility
- Recreational facility-common room with audio-visual equipment's
- Constant supply of safe drinking water
- security

Details on the residential facility and various provisions available within them:

- Hostel facility: the hostel has a capacity of accommodating 30 persons.
- It has a gymnasium with basic equipment's like dumbbells, treadmill, cycle, weights, exercise bike etc. Table tennis facility is also available.
- One computer lab (20 computers with internet and language learning software) is kept open for 24×7 for the access of the hostel residents.
- First Aid is available. Contact number of the warden, the emergency services number of the hospital and other information like hospital address are provided. Government Medical College and Hospital is located within ¼ K.M. away from RIE.
- Library facility in the hostel-N.A.
- LCD TV with Dish TV connection is there in the multi-purpose hall which is also used as common room.
- One room is there for the hostel warden. Constant supply of safe drinking water facility is provided in the hostel.
- One Chowkidar ensures the security of the Institute as well as the hostel.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off campus?

First Aid is provided on the campus. The Government Medical College and Hospital, Chandigarh is located within ¼ K.M. away from RIE. Address, contact numbers and other information of the hospital is provided.

4.1.7 Give details of the common facilities available on the campus – spaces for special units like IQAC, grievance Redressal unit, Women's

cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Common facilities available on the campus:

- Committees are in place for special units like IQAC, Grievance Redressal Unit, Women Cell, Counseling and Career Guidance, Placement Unit.
- Canteen and safe drinking water facility are available.
- The multi-purpose hall is used for recreational activities by the staff and students.
- Proposal has been given to Chandigarh Administration for the construction of an auditorium.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the library has an Advisory Committee comprised of the Director of the Institute, Head of the Department of PGCTE program, the librarian and the superintendent of RIE. The following initiatives have been implemented to render the library, student/user friendly:

- Suggestions are taken from the users for purchasing books
- RFID (Radio Frequency Identification) is installed for self-checking-in and checking-out books
- SDI (Selective Dissemination of Information) is done
- CAS (Current Awareness Service) is given through display and mail
- Library related competitions on OPAC searching, book searching, reference material searching are organized etc. are organised among students for orienting them in the use of library

4.2.2 Provide details of the following:

- **Total area of the library** – 1320 Sq. Feet
- **Total seating capacity** – 30
- **Working hours (on working days, on holidays, before examination, during examination days, during vacation)** – 08: 10 AM to 03: 15 PM. The reading room is open 24×7
- **Layout of the library** - individual reading carrels, lounge area for browsing and relaxed reading. Wi-Fi zone for accessing e-resources. There is one reading room, one lounge of 6'× 10' (feet), one IT zone for accessing e-resources of 6'× 10' (feet)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The library ensures purchase from publishers' catalogues, book reviews, faculty/students suggestions and maintaining a record of the syllabus of the courses.

Amount spent on procuring new books, journals and journals during the last four years:

Library Holdings	Year -1 (2011-12)		Year-2 (2012-13)		Year-3 (2013-14)		Year-4 (2014-15)	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Textbooks & Reference Books	1161	7,10,000	218	7,40,000	653	5,45,000	672	2,50,000
Magazine & Newspapers	18+8	30,000	18+8	36,000	18+8	1,00,000	14+8	1,20,000
Journals & e-journals	Nil	-	Nil	-	Nil	-	8	

Amount given is in Rupees

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

Details on the ICT and other tools deployed to provide maximum access to the library:

ICT and other tools	Details
OPAC	OPAC of Lipsys software
Electronic Resource management package for e-journals	N.A.
Federated searching tools to search articles in multiple databases	Self-designed window is there for accessing online databases freely available in the public domain
Library website	N.A
Library automation	One through lipsys software
Total number of computers for	3

public access	
Total number of printers for public access	2
Internet band width/Speed	
Institutional Repository	N.A.
Content management system for e-learning	N.A.
Participation in resource sharing networks/consortia (like Inflibnet)	Member of Chandigarh Library Consortium and British library

4.2.5 Provide details on the following items:

Details on the following items:

Average number of walk-ins	50 daily
Average number of book issued/returned	50/50 daily
Ratio of library books to students enrolled	25,000 books and 60 students
Average number of books added during last three years	514
Average number of login to OPAC	50
Average number of login to e-resources	N.A.
Average number of e-resources downloaded/printed	N.A.
Number of information literacy training organized	20 per year
Details of “weeding-out” of books and other materials	2 books in 2014

4.2.6 Give details of the specialized services provided by the library

Details of the specialized services provided by the library:

Manuscript	N.A.
Reference	Long range reference service to faculty and ready reference service to students is provided
Reprography	2
ILL (Inter-Library Loan Service)	Yes
Information Deployment and Notification	Notices are sent for renewal, fine, reserving items and for suggestions for books, journals etc.
Download	N.A.

Printing	N.A.
Reading list/ Bibliography compilation	Yes
In-house/remote access to e-resources	N.A
User orientation and awareness	New users are given library use orientation
Assistance in searching databases	Yes
INFLIBNET/IUC facilities	INFLIBNET

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

CAS (Current Awareness Service), SDI (Selective Dissemination of Information), help in using OPAC, and reference search are provided to the users.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Special facilities offered by the library to the visually/physically challenged persons; since the library is located at the ground floor, it becomes easy for the physically challenged persons to access the library.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Library does get feedback from its users. Feedback is obtained through visitors' book and from participants of the programs/courses run by the Institute. The feedback and suggestions are analyzed by the Library Committee.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Details on the computing facility available (hardware and software) at the institution:

- **Number of computers with Configuration(provide actual number with exact configuration of each available system)**

S. No.	Location	Quantity	Configuration
1	Language Lab I	31	Core2Duo, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen, Headphone (10 Nos.) Core i3, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen, Headphone (21 Nos.)
2	Language Lab II	20	Core2Duo, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen, Headphone (20 Nos.)
3	Administrative Office	06	Core2Duo, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (04 Nos.) Core i7, 4GB RAM, 500 GB HDD, DVD Writer, LAN, 18" LCD Screen (01 Nos.) Core i3, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (01 Nos.)
4	Faculty Rooms	13	Core i7, 4GB RAM, 500 GB HDD, DVD Writer, LAN, 18" LCD Screen (02 Nos.) Core i3, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (06 Nos.) Core2Duo, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (07 Nos.)
5	Library	05	Core i7, 4GB RAM, 500 GB HDD, DVD Writer, LAN, 18" LCD Screen (01 Nos.) Core i3, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (01 Nos.) Core2Duo, 512 MB RAM, 250 GB HDD, DVD Writer, LAN, 17" Monitor (03 Nos.)
6.	Lecture Halls	04	Core2Duo, 2GB RAM, 320 GB HDD, DVD Writer, LAN, 18" LCD Screen (01 Nos.) Core i5, 4GB RAM, 500 GB HDD, DVD Writer, LAN, 18" LCD Screen (03 Nos.)

- **Computer student ratio** is 1:1
- **Stand Alone Facility:** Nil
- **LAN Facility:** All the Institute Computers are connected through LAN.
- **Wi-Fi Facility:** The Institute has Internet WiFi available throughout the campus
- **Licensed Software:** All Computers at the Institute have Microsoft Windows 7, Antivirus (Quick Heal Admin Console), Cyberam (Internet Management Software) and other English Language Learning Software available in Language Labs are Licensed).
- **Number of Nodes/Computers with Internet Facility:** 100 %

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Every faculty is provided with Desktop Computer, Printing and Internet Facility at the Campus. The faculty is also provided with Laptops.

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The Institute has launched its Postgraduate Certificate in the Teaching of English Course (PGCTE) in the online mode (Based on Moodle Platform). The 3 month course is divided into two parts i.e. one month is face to face part where the In-service teachers and would-be-teachers get training at the campus and learn various Language and IT Skills and after that they are required to complete the other two months in online mode from their deputed place. The Institute is further going to expand the online mode of teaching in collaboration with the SSA and other agencies.

4.3.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Details of Annual Budget (Last 04 Years) for Procurement, up-gradation, deployment and maintenance of the computers and their accessories.

S. No.	Annual Budget	Technical Up-gradation
1	2010-11	Set up of Wi-Fi Internet Facility. Up-gradation of LAN at the Institute. Laptops given to the Faculty for Off campus.
2	2011-12	Set up of new Language Lab II wit 20 Nos. of Desktop Computers for Postgraduate Department Antivirus Admin Console Based Installed
3	2012-13	Up-gradation of Language Lab I and Faculty Rooms with 29 Nos. of new Desktop Computers
4	2013-14	Digital Podiums (For Lecture Halls and Multipurpose Hall) Portable Projectors (For RIE Certificate in Personal Development Course) Potable PA Systems installed in Lecture Halls with Computers

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- The institution facilitates extensive use of ICT resources by making it integral to the teaching/syllabuses of the courses run by RIE.
- Short courses are organized with special focus on use of ICT in teaching and learning.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- Participants/students are encouraged and trained to use ICT resources. Students and teachers make use of PPT in learning and teaching.
- Postgraduate Certificate in Teaching of English (PGCTE) meant for in-service and would-be teachers is offered in blended mode.
- Classrooms are equipped with LCD projectors and the campus is Wi-Fi enabled.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No

4.4 Maintenance of Campus facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

Annual allocation of budget is done by Chandigarh Administration. All approval is taken from Director Higher Education, Chandigarh and the purchase committee of the Institute decides on spending the amount.

LAST 4 YEARS MAINTENANCE EXPENDITURE REPORT

Head	2010-11	2011-12	2012-13	2013-14
Building	5200/-	5780/-	7500/-	59365/-
Computer	30190/-	42827/-	18774/-	22792/-
Vehicle	5530/-	53806/-	18720/-	25772/-
Other	18348/-	26229/-	13532/-	20786/-

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

PWD Department, Chandigarh Administration maintains the infrastructure and equipment's.

4.4.3 How and with what frequency does the Institute take up calibration and other precision measures for the equipment/instruments?

Institute does not have any equipment to be calibrated to any frequency.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include. The Technical Assistant maintains the equipment's of the Institute.

CRITERION V
STUDENT SUPPORT AND
POGRESSION

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The institution publishes its updated prospectus annually through the Education Department, UT, Chandigarh. The prospectus provides all the necessary information the students need to know. The Institute’s prospectus provides a complete profile of the Institute. It also contains the admission schedule, the details of the college working days, the fee details and the rules and regulations which the students need to observe during their stay in the Institute. It contains the list of the facilities being provided to the students. Besides this, there is the information regarding the teaching as well as the non-teaching staff. This helps the students know about the college staff. The Institute is committed to providing all the facilities to its students that are mentioned in the prospectus. The Institute has constituted various committees to ensure accountability in these areas. For courses other than MA, the Institute publishes important information through the Education Department, Chandigarh. Since ours is not an autonomous body, the education departments take care of all the related documents. All the information regarding this is also available online on the Institute’s website www.rieni.org.

5.1.2 Specify the type, number and amount of institutional scholarships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The Institute started the Department of Postgraduate Studies in the session 2010-11 and is still planning to set up a committee for financial aid to students. As of now, there is no provision of scholarships to students of MA. For other courses such as PGCTE, the Institute offers stipend to the trainees as follows:

For Government school teachers (for “on-campus” part of the course):

- Rupees 190 per month for participants from Chandigarh.
- Rupees 300 per month for participants from Punjab, Haryana, Himachal Pradesh, and Jammu & Kashmir by Chandigarh Administration.
- Rupees 2400 per month to all participants from all states under GOI scheme.

For all course trainees including “teachers-to-be”:

- Book-kit and e-connectivity allowance of Rupees 500 under the GOI scheme.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

The Institute started the Department of Postgraduate Studies in the session 2010-11. The Institute has small intakes and is still planning to set up a committee for financial aid to students. As of now, there is no provision of scholarships to students. For other courses like PGCTE, the respective state education departments are responsible for the financial assistance to students/trainees.

5.1.4 What are the specific support services/facilities available for?

- **Students from SC/ST, OBC and economically weaker sections**
- **Students with physical disabilities**
- **Overseas students**
- **Students to participate in various competitions/National and International**
- **Medical assistance to students: health centre, health insurance etc.**
- **Organizing coaching classes for competitive exams**
- **Skill development (spoken English, computer literacy, etc.,)**
- **Support for “slow learners”**
- **Exposures of students to other institution of higher learning/corporate/business house etc.**
- **Publication of student magazines**

The institution is committed to provide the students every possible help and support they need in their pursuit to become civilized and worthy citizens. The institution, for this purpose, provides the following support facilities to its students:

- **Students from SC/ST, OBC and economically weaker sections:** The students who belong to SC/ST, OBC and the economic weaker sections are identified during the process of the admission. The Institute maintains a detailed record of the same. These students are provided every possible help during their stay in the college. The Institute offers liberal concessions to such students as per the instructions of the government. They are given financial waivers in fees as per the government rules and instructions.
- **Students with physical disabilities:** There is reservation for students belonging to differently-abled category or physically challenged students as per UGC notifications. Their requirements and needs are given a special

care and attention. The college ensures that infrastructure facilities meet the requirement of the students with physical disabilities. For differently-abled students, it is ensured that they don't have any physical obstruction. The institution is committed to accommodate them on the ground-floor for their classes. To facilitate their entry to the Institute, a ramp has been constructed so that there is no obstruction. They are also provided with front-seating arrangement, comfortable furniture and attendant facility. The library is located at the ground floor so that they can use it freely and easily. The need of the help from the supporting staff, if required, is fulfilled on the request of physically challenged students. The students are given extra attention during the college midterm examinations as well as the final examinations conducted at the Institute.

- **Overseas students:** The institution believes in the idea of making its students global citizens. It welcomes students of all ethnicities, races, cultures, and nationalities. It extends its services to overseas aspirants. Admission is given to them as per the university guidelines and security clearance. Other than this, the Institute has successfully run programs like AUSEP (Afghan University Students Exchange Program) in 4 batches from 2011 to 2013. The Institute plans to keep organizing such programs in the coming future in order to expand its horizons and also take learning beyond the national boundaries.
- **Students to participate in various competitions/National and International:** Various academic and cultural competitions are organized within the campus to inculcate healthy competition amongst the students. The students have also participated in the Panjab University Zonal Youth Festival. The Institute encourages its students to participate in such events. For the trainees of PGCTE, the Institute organises various competitions of academic nature.
- **Medical assistance to students: health centre, health insurance etc.** The Institute has a very special concern for the health and hygiene of the college students, staff and other members. Proper arrangement of purified drinking water is present on the campus at two different locations. The institution is located at less than a kilometre from Government Medical College and Hospital (GMCH), Sector 32, Chandigarh. This makes it fairly convenient to rush to the hospital in case of an emergency.
- **Organizing coaching classes for competitive exams:** There is a provision for providing coaching for the UGC-NET exam to all the interested students in the campus itself by the faculty. The campus aims at utilizes all the resources to their fullest for the benefit of the students.

- **Skill development (Spoken English, computer literacy, etc.):** The Institute regularly conducts Personality Development Programs which enhance the IQ level and communication skills of the participants. The Institute also invites Guest speakers from the industry which provides regional and global employment opportunities for the students. Special classes of communication skills are organised for the students. The Institute also boasts of the state-of-the-art language lab equipped with the latest language software for the development of the language skills of the students.
- **Support for “slow learners”:** The Institute understands the needs of slow learners. RIE makes use of the latest techniques to facilitate learning. The use of technology makes it easier for the students to grasp concepts which make learning easier for slow learners as well. The students who are slow in their learning or if their grasping power is not up to the mark, are identified at the beginning of the session and paid a lot of attention. For these students the institution also conducts special/extra classes to enhance their skills and competence. Teaching faculty at the Institute motivates such students and tries to increase their confidence through counseling outside the classroom as well.
- **Exposure of students to other institution of higher learning/ corporate/business house etc.:** The Institute organizes special lectures by the experts from varied fields. The Institute has organized special lectures/workshops by professionals from Law (Chandigarh Legal Literary Society), Print media (Tribune), Film Studies (FTII, Pune), to name a few. This helps in the holistic development of students and also gives them a taste of professional and Industrial world so that the students, after completing their studies, are as job-ready as possible.
- **Publication of student magazines:** The Institute publishes its bi-annual journal FELT which invites papers and articles from teachers, students and contributors from outside to encourage aptitude towards research and writing. The students of the college have contributed in the current issue of FELT with teacher mentors and have shown great enthusiasm towards it. The journal is printed in the supervision of the Institute’s editorial board. The staff is always there to help the students polish their writing and research aptitude.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The Institute runs various programs like C-TOSS, and Personal Development, for the students of schools and colleges in Chandigarh. These programs have

been started by the Education Department of U.T. Administration where the role of RIE is to run and manage these programs. The qualified and competent students have been given job opportunities within these programs where they put their talent and skills to productive use. The Institute also employs fresh talent from other colleges in the city and gives them an opportunity to enhance their professional skills. The Institute strives to enhance the employability of the students by giving them such opportunities. Over the years the Institute has helped scores of its students in finding better job opportunities and better enterprises to work in.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

***additional academic support, flexibility in examinations**

*** special dietary requirements, sports uniform and materials**

*** any other**

The institution is committed to encourage students to participate in various extracurricular activities by ensuring consistent support and motivation. The necessary facilities are provided and adequate funds are allotted. Teachers form committees that supervise the extracurricular activities. The students who participate in extracurricular and extra mural activities are provided with extra classes so that the time they have given in for the various activities can be compensated for. In order to have an assessment of their preparations for the final examinations, a provision for special exams is there. Due to a small intake of students, the Institute has not had any representation in sports at the university or zonal level. The Institute, nevertheless, has a volleyball court for students to use. The Institute also has set up a gymnasium for the well-being of the students and staff.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The Institute has a separate support system for the students appearing and qualifying in various competitive examinations. Students who are interested and willing to appear in various competitive examinations are helped by the teachers in matters of study materials and counseling for the right strategies. Students are allowed to have access to library and to refer the books related to entrance test.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

The Institute has a provision for career counseling and guidance for the students. Since ours is a small Institute, we haven't set up a full-fledged career counseling cell, but the teachers, nevertheless, provide untiring help to the students regarding this as and when they are approached by the students. The teacher in charge is available during the day to address the matter with the students.

Adequate arrangements are made for the students in case they want any help in such matters by the teacher-mentors for guidance and assistance. The students seeking admission are counselled in the choice making matters during the admission. The choice of the career and the doubts of the students are listened to very carefully and the solutions of the problems are provided. The students who need psychological counseling or any type of social counselling are also attended to very carefully. In Personal and Psycho-Social matters, the teachers are always keen on helping the students. Seminars and lectures are organized periodically in the Institute in order to provide guidance to the students in such matters. The students during the course of their studies in the college come across various issues. They are, at times, too immature to solve their problems. Therefore, the faculty at the Institute provides them personal counselling. The teachers concerned are very supportive in guiding them to fight their problems. The candidates at times come face to face with certain social issues or problems which tend to create inferiority complex in them. The teachers make it sure that no such deterioration happens with the psycho-social understanding of the students. They are counselled to become better human beings and advised to stand tall for the social cause.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programs).

As of now, the Institute is running only one degree course. As and when it expands, there is a plan to setup a career guidance/placement cell which will provide requisite help to the students. The other program, PGCTE, is primarily for the in-service teachers. Within its curriculum, the Institute is, nevertheless, imparting training to the students to make them job-ready. The students are given training on preparing CV/Resume, Group Discussion skills so that they can improve their chances when they enter the job market.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Grievances of students are redressed by the teacher-mentors who actively interact with the students to help them sort out their grievances. Necessary action is taken after issues are discussed.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The Institute understands the importance of women's rights and women's safety. The Institute has set up a Legal Literacy Club that organises workshops/lectures to provide awareness regarding the matter. It also has constituted Anti Sexual Harassment Committee. All the teachers make sure that no crime against women takes place in the Institute. Till date no such case of sexual harassment has been reported in the Institute. Continuous vigilance of college authority and strict punishment provisions prevent sexual harassment of women.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

The Institute is very cautious regarding this menace and an anti-ragging committee has been set up to tackle such issues. It comprises the Head of the Institute and all the Heads of Departments. Every Faculty member, assigned to check the students, makes surprise visits and maintains a diary of his/her interaction with the fresher's. Till date, no incident of ragging of any kind has been reported in the college.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The institution is working towards ensuring social justice through the various student welfare schemes. It is committed toward providing all the welfare schemes to the students as per the government's directions.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Since the Institute started its PG program in 2010, it does not yet have an Alumni Association. There is a plan to set up an alumni association for the old trainees of PGCTE. After a few years, when it has a substantial number of

alumni, we shall set up an association. Yet, the Institute's old students are still in touch with the Institute and they keep visiting the campus.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

The Institute is running only a PG program as of now. It does not have any of the other programs mentioned in the table. There are students who may be undertaking these programs elsewhere but the Institute has no way of corroborating this information.

Student Progression	%age
UG to PG	-
PG to M.Phil	-
PG to Ph.D	-
Employed	
• Campus selection	-
• Other than campus recruitment	5%

5.2.2 Provide details of the program wise pass percentage and completion rate for the last four years (course wise/batch wise as stipulated by the university). Furnish program-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The Institute has maintained results of MA students for the past 4 years. The details are as under:

Year	Semester	Appeared	Passed	Passed in Reappear
Dec 2011	1 st sem	8	6	2
May 2012	2 nd sem	16	10	4
Dec 2012	1 st sem	8	4	2
May 2013	2 nd sem	9	6	1
Dec 2013	3 rd sem	8	6	2
May 2014	4 th sem	8	5	2

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The institution facilitates student progression to higher level of education or towards employment through proper training and orientation. The Institute from time to time makes arrangement of various guest lectures on different fields and from different industries. Eminent personalities from diverse fields of education are invited to interact with the students. This step has facilitated the students in earning better job opportunities and enhancing their personality. Personal Development program that RIE is running in government colleges of the city sees employability of students as its primary objective. The training given under this program to the final year undergraduate students is to enhance their skills so as to increase their professional skills and to make them job-ready.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The institution is committed to bring down the dropout rate. The socio economic, cultural and psychological issues contribute to the drop out factor. Since the Institute is running only a postgraduate program as of now, the dropout rate is, thankfully, relatively low. By the time a student reaches the postgraduate level, he becomes a lot more professional and serious regarding his or her career. Yet, the Institute understands that this is a serious matter and needs to be paid proper attention to. The students who are weak or seem to fail in the exams are provided extra sessions by the teachers so that they don't fail in the exams. The teachers strive to give extra time and attention to the weak students.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The Institute has always understood and acknowledged the importance of sports in an individual's life. The Institute has a well-equipped Gymnasium room with all the modern equipment for physical workout. Various cultural and extracurricular activities are organised for the students. The Institute also sends its contingent for the university youth festivals.

The Institute has been represented at the PU Zonal Youth Festival in the following items:

- Poster Making
- Rangoli Making
- Collage Making
- Poetry Recitation
- Creative Writing

- Skit

The Institute strives to encourage the feeling of healthy competition amongst its students in order to make them better human beings.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

The students of the Institute participated in the PU Zonal Youth Festival for the first time during the session 2014-15. We believe that it is a long way to go and we strive for excellence. As of now, the students have not won any awards, per se, but their efforts have definitely been appreciated at the youth festival and they have won a lot of hearts.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The Institute has a clearly set and defined mechanism of obtaining the feedback from the students to improve the performance and quality of the institutional provisions. The advisory committee consisting of the senior teachers collects the exit level feedback from the graduates regarding learning processes. The PG department has developed a format to obtain the feedback of its students. Even for the shorter, training oriented courses, the Institute understands the importance of feedback and how it is necessary in order to maintain high academic standards. The inputs are obtained from them and further used to improvise the overall competency of the students for employability.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college encourages its students to publish materials like research papers, articles and other creative pieces. The students are motivated to express their talent and get these published in the Institute's bi-annual journal FELT. The Editorial Board in the beginning of the session meets and decides the lay out plan for the rolling out of the journal. The teachers motivate the students to bring out the creative genius in them.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Due to a small intake, the Institute has no provision of a student council. But it nevertheless realizes that students have their own problems that need to be addressed from time to time. The students are free to approach teachers and the management of the Institute whenever they face a problem regarding anything. The staff at the Institute is always keen on helping the students with their issues.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The Institute believes in giving the equal opportunity to the students in supporting the authorities and the college faculty in running the affairs of the college. The Institute involves its students in taking decisions on academic and administrative matters.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the college would like to include.

The old students remain in touch with the Institute even after they complete their course. Since the Institute does not have an Alumni Association yet, we make it a point to invite old students to the events that are organised by or for the students.

**CRITERION VI
GOVERNANCE,
LEADERSHIP AND
MANAGEMENT**

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The Institute aims to be an institution of excellence, dedicated to producing quality and highly efficient leaders of the future. In order to live up to its missions, the Institute provides an environment in which every student/teacher discovers and realizes his/her full potential. It attracts the best talent - students, teachers and facilitators - from all parts of India and the world, without distinction of race, religion, caste, or social status. It maintains a sharp focus on the pursuit of knowledge and skill. In particular, it aims at attaining the highest academic standards. In terms of higher education (M.A English) and Teacher training course, the Institute is dedicated to exclusive up gradation of the respective courses from time to time.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The Institute has a well-organised management. The Institute works on the principle of delegation wherein everyone is actively involved in the pursuit and execution of quality policy and plans. The duties and responsibilities of the various departments are clearly laid down. The director is the overall coordinator. However the role of office staff and other faculty members remains primary in the design and implementation of policies and plans.

6.1.3. What is the involvement of the leadership in ensuring?

The policy statements and action plan for fulfillment of the stated mission:

The action plans for various courses are well-laid. The action plan for M.A (English) is to achieve distinction and outstanding academic performance for the students. The aim is not only to make them sound students and perspective teachers but also good human beings. In the similar manner the action plan of other courses like PGCTE, PD and CTOSS is grounded on the premise that a student/trainee emerges as a well-rounded human being. The aim of all the courses like 100-Hour RIE Certificate Course in Personality Development and other student-oriented courses is to facilitate research and innovation at institutional level. The emphasis is on the promotion of inter-disciplinary and trans-disciplinary research.

Formulation of action plan for all operations and incorporation of the same into the institutional strategic plan:

The formulation of action plan takes place with the consent of all stakeholders. The action plan of various courses varies. However all merge to the view that arrangement suits particular conditions, and for this purpose committees are formed to look into day to day matters of various courses interested in educational, scientific and cultural matters and they will work for the betterment of the Institute.

Interaction with stakeholders:

Stakeholders in interaction, where they exist, act in an advisory capacity to their respective course coordinators in course related matters keeping in view the welfare of the Institute and function as delegates in all matters of interest to it.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:

By collaborating with members and stakeholders concerned, in the development of educational activities and by instituting collaboration among the various courses in order to promote a healthy environment; the Institute extends encouragement to all stakeholders in need analysis and research inputs.

Reinforcing the culture of excellence:

The students need to develop SWOC skills which also encompass critical thinking, problem solving and communicative competence. Education is the top priority in the Institute. The Institute can flourish only when network of learners/teachers get strengthened and they learn best practices critical to the sustainability and vitality of the education profession. The stress is on positive climate that give students hope for the next day.

Champion organizational change:

Organisations of all types are engaged almost constantly in the process of change. Change to system, processes, and leadership organisational realignment and a degree of transformation is ensured. The change the Institute sets out to achieve in the organisational set-up aims at ensuring that faculty/office are able to work in new ways, use new methods, implement new system or technology.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The concerned authorities in the Institute furnish information related to implementation and improvement of the plan weekly to the director. The annual reports are also consolidated keeping in mind the progress of the course with cooperation of the people concerned. This is important to enable everyone concerned to be aware of progress. The concerned authority also uses the Monitoring Report to provide up-to-date information on the implementation of any policy or plan that has been made, and to determine whether there is a need to undertake a partial or full review of the Plan.

6.1.5. Give details of the academic leadership provided to the faculty by the top management?

The strength of any organization is measured by the capacity of its Faculty/office staff to be leaders at many levels. The Institute is pleased to offer faculty and professional staff the opportunity to develop their leadership skills through various online leadership courses, so that they are in a position to identify and prioritize challenges and leadership opportunities in realms such as academic, research, economic development, and social justice.

6.1.6. How does the college groom leadership at various levels?

The Institute works as a learning community in which the participants and facilitators meet time to time to take certain decisions. Also the Institute takes an initiative to invite speakers (academic, Motivational, Grooming or Personality development speakers) which help them in working together through leadership, discuss specific situations in which leadership skills are used and develop, implement, and troubleshoot leadership projects. Participants benefit greatly from both the program and the wisdom of the facilitators and invited speakers. The Institute makes it a point to gather everyone weekly for the purpose of empowerment of faculty and professional staff.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Delegation of authority and operational autonomy is aimed at decentralizing governance system that is vital for organizational process. It is inevitable along with the expansion and growth of an Institute. In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinates for achieving certain well-defined results. The various programs/

courses (PGCTE, M.A, CTOS, and PD) are run independently by the seniors (Associate professors) in coordination with junior staff of the Institute (Guest Faculty, Contractual staff). Delegation acts as a tool which a senior uses for sharing his/her work with the subordinates and thereby raising their efficiency. Giving a certain amount of operational autonomy to various departments enables the subordinates to perform the duties assigned and also an obligation on the part of subordinates to perform duties in an orderly manner.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The organizational change in the Institute is closely linked with the participative management espoused by the Director of the Institute. The views of all the parties are of major importance to the Institute. The decision making process of all the programs is participatory in nature and the Institute believes that culture of participation enhances innovation and efficiency, lessens supervision requirements, readiness, and timeliness and also creates a lot of flexibility.

Strategy Development and Deployment

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The stated quality policy of the Institute is expressed in the form of commitment to imparting quality education. The Institute aims at fulfilling global aspirations through continual improvement of its pedagogical and scholastic ability and also the effectiveness of the quality system. The policy is understood and appreciated by all stakeholders within the Institute and is also reviewed from time to time. The objectives of the quality policy are as such:

1. Conformity to the regulatory requirements of affiliating university (EFLU University, Hyderabad and Panjab University, Chandigarh).
2. Up gradation of teaching and non-teaching facilities through addition of teaching aids and related paraphernalia.
3. Up gradation of faculty through enhancement of their knowledge and skills by enhancing their academic qualification, interaction with all the stakeholders, involvement with related industry through seminars, conferences, events, lectures, and educational tours.
4. To measure the performance of the staff on periodical basis through student feedback and students placements.
5. Non-conformity of any type is seriously taken into consideration and corrective measures are put in place.

The management of the Institute is committed to these quality objectives and also to ensure that they are known, understood and implemented by all the stakeholders of the Institute.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The outline of perspective plan is as follows:

1. Striving for academic excellence
2. Development and retention of Human resources
3. Up-gradation and building of Infrastructure
4. Research and Development
5. Social responsibility

6.2.3 Describe the internal organizational structure and decision making processes.

The Institute has a very well defined organizational management. The Institute works on the principle of delegation wherein everyone is actively involved in the pursuit and execution of quality policy and plans. The duties and responsibilities of the various departments are clearly laid down. The director is the overall coordinator. However the role of office staff and other Faculty members remains primary in the design and implementation of policy and plan. The decision making process of the Institute is very fair and participatory in nature. The views of all the stakeholders is given due consideration.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

Teaching & Learning:

In the Institute, teaching and learning provides leadership qualities, service, and support in the development, implementation, and dissemination of learning standards in all curriculum areas. The Institute supports various programs run by the Institute either within the premises or outside the premises, and their educators in delivering high quality instruction of the learning standards that ensures success to the students. Clarity of communication, collaboration, coordination, and commitment are the core values that guide our work. The Institute also promotes the idea of collaborative work by forming various committees which ensure that best learning and teaching standards are achieved.

Research & Development:

The Institute is one of the pioneers in research and development activities. The Institute publishes an ELT journal, Focus on English Language Teaching (FELT), bi-annually bearing ISSN 0976-1306. It is devoted to English Language Teaching from the primary to the university level. It provides a forum to teachers of English to discuss their problems related to the teaching of English in India through articles, abstracts of reports, book review, letters to the Editor and a question box. For publication queries e-mails can be forwarded to riefelt@rieni.org. The Institute also organizes the following programs and workshops for schools, colleges, and other educational bodies in the northern region:

- a) Workshops in lesson planning, material production and paper setting.
- b) Short need-based courses for the 5 states of the northern region (Like SSA Courses)
- c) ELT consultancy to State Departments of Education, Boards of School Education, Public Service Commission and Universities in the following areas: Preparing syllabuses, writing and revising textbooks, using new course materials/textbooks, preparing innovative electronic & multimedia materials

Selecting teachers, training teachers, and setting question papers.

A significant addition to the functioning of the Institute's academic wing is focus on research projects.

The Institute collaborates with universities and state governments in research projects.

The various projects that have already taken place in the Institute are:

- Speaking in English Program (SIEP) with SSA Chandigarh Administration
- Reading and English Acquisition Program (REAP) with SSA, Chandigarh Administration
- English Language Improvement Programs (ELIPS) with SSA, Chandigarh Administration

Speaking in English Program (SIEP) aims at enhancing the oral/ aural skills of teachers and to enable them to take up listening and speaking activities with the children. Using doorstep education model, teachers are given training in their schools to teach students oral skills. The training module includes

activities such as language games, story-telling, nursery rhymes, picture description, etc. for children. It is assumed that appropriate use of the module in the classroom will ensure language acquisition by children.

Reading and English Acquisition Program (REAP) on the recommendation of the NCERT, REAP has been designed to teach children to read. Reading as a process implies that we use different strategies for reading different texts. Through a guided program which includes a variety of texts such as storybooks, comics, maps and textbooks, teachers can promote reading skills and build a habit of reading among students. Once again, doorstep education is adopted as the mode of delivery.

Community engagement:

Community engagement of the Institute involves the use of particular key concepts relevant to the community benefit sector such as:

- a) Community impact planning: It is the planning or layout of the Institute in such a manner which in no way harms the interests of the community at large.
- b) Community-driven governance/Administration: The functionality of the Institute always aims at protecting the interests of the Institute.
- c) Organizational wellness planning: This is aimed at the improvement of ambience of the Institute.
- d) Building programs on shared resources and energy.

Human resource management:

Learning Human Resource Management in the context of Education:

- Self-awareness of the Human Resource Management and its importance in the education institutions is of primary matter to all the educational Institutes and colleges. The steps initiated in the Institute for the recognition and promotion of Human resource management are:
 - Learning effective methods and approaches in Human Resource Management
 - Deepening knowledge of the Human Resource Management tools and applications
 - Enhancing and developing communication skills and leadership foundations
 - Cooperating and learning in international context
 - Sharing experience in the area of Human Resource Management

Industry interaction:

In the industry interaction the stakeholders are trained in Human capital management, SWOC analysis, Team building and engagement, Soft and Life skills, coaching and Mentoring etc. The aim is also to promote a healthy interaction and active participation.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Institute has a well-organised management. The Institute works on the principle of delegation wherein everyone is actively involved in the pursuit and execution of quality policy and plans. The duties and responsibilities of the various departments are clearly laid down. The director is the overall coordinator. However the role of office staff and other Faculty members remains primary in the design and implementation of policy and plan. Each and every stakeholder has an ample opportunity to ensure that adequate information flows to and forth and also they have an ample time to review the activities of the Institution. The detailed information is also available on the official website of RIE

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The following initiatives have been taken to encourage and support involvement of staff in improving the effectiveness and efficiency of the Institutional process.

Area	Options
Procurement	<ul style="list-style-type: none">• Consolidate spending and reducing unnecessary delays• Negotiating contracts• Managing demand and supply ratio• E-procurement
Organization Streamlining	<ul style="list-style-type: none">• Reducing layers in management and decision making process• Consolidation of the information• Establish shared services in order to promote the culture of best practices
Information Technology	<ul style="list-style-type: none">• Standardization of core IT hardware and software services• Centralize infrastructure and management

	<ul style="list-style-type: none"> • Establishment of best e-connectivity services
Finance	<ul style="list-style-type: none"> • Standardize and streamline processes • Revise resource allocation model • Consolidate platform and centralize data management • Tighten expense reimbursement
Human Resources	<ul style="list-style-type: none"> • Standardize and streamline processes • Consolidation of Human resource management • Development of performance management
Academic Support	<ul style="list-style-type: none"> • Standardize and streamline processes • Promotion of culture of selfless service • Consolidate resources across the Institute • Rationalizing the culture of classroom teaching
Facilities	<ul style="list-style-type: none"> • Consolidate facilities services across the Institute • Streamline processes for maintenance and management

6.2.7. Enumerate the resolutions made by the Management Council in the last Year and the status of implementation of such resolutions.

Broadly, the resolutions of the Institute are:

M.A (English)

- To promote research in the discipline.
- To attract international research scholars to enhance cross-cultural understanding.
- To publish nationally and internationally in recognised journals and articles.

CHANDIGARH TRAINING ON SOFT SKILLS (C-TOSS)

Teaching soft skills to school students

RIE CERTIFICATE COURSE IN PERSONAL DEVELOPMENT (PD)

To improve soft skills, leadership skills, communication skills, Group discussion skills and integrate it into SWOT analysis.

POST GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH COURSE (PGCTE)

- a. To address the English Language Teaching needs of secondary and senior secondary English teachers of North India
- b. To provide mechanism (Integrating technology into course) through which teachers participate in a professional educational network after completing the coursework at RIE.

The Institute is making well- grounded efforts to execute the above resolutions and objectives in an effective manner.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The Institute enjoys certain amount of autonomy like framing syllabi of PGCTE, CTOSS and PD programs. The affiliating University (Panjab University) ensures that the Institute functions with optimum potential and achieves excellence in teaching and research with greater academic, administrative and financial flexibility; and cultivate and support credit based cafeteria approach education especially in autonomous colleges as well as in colleges and universities with potential for excellence.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The Institute has an internal mechanism of addressing grievances and complaints of the stakeholders. The grievance redressal mechanism is very effective. The formation of various committees related to day to day affairs of the Institute, like Anti-ragging committee and Anti-sexual harassment committee etc.is quite useful in bringing to the fore the problems and the relevant strategies for resolving them.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the Institute? Provide details on the issues and decisions of the courts on these?

No such case.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The Institute has a mechanism for analyzing student feedback on institutional performance. The outcome and response of this initiative is proven to be effective. For instance the Performa pertaining to the feedback from trainees of Post-Graduate Certificate Course in teaching of English (**Annexure 2**).

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Following are the staff empowerment strategies:

1. Sharing Information
2. Consensual decision-making process
3. Creating a common vision for the Institute
4. Understanding the needs of the Students
5. Allowing staff to channelize their Career/ Professional growth

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Following are the Strategies to empower the faculty:

1. Organizing workshops to train the teachers
2. Refresher Courses
3. Online Courses to train them as Professional English Teachers
4. Conferences in the Institute (for e.g. National Linguistic Conference held at the Institute- November 2011)
5. Motivational lectures

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured?

Through Annual Confidential Report and feedback from the students and trainees.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

To enhance the efficiency of the teachers, the Director counsels them about their performance and if the results are unsatisfactory, the Higher authorities seek an explanation.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Study leave is provided: Refer 3.1.9

Childcare Leave is provided: Availed by 1

Teachers are encouraged to join online courses in ELT (75% of the staff has availed)

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The Institute is credited with having an Eminent Faculty not only from India but even from countries like U.S.A. Currently the Institute has an English Language Fellow named Stephen DeGiulio from U.S.A sponsored by Regional English language office at Delhi. He will be part of all the Language Courses being organized by the Institute. He is the fourth English Language Fellow since 2011. The aim is to expose our teachers and students to International educational and cultural standards. The Institute provides all kinds of research facilities and help to its faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Various committees like purchase committee, stock verification committee, sanctioning committee etc look after the proper use and management of financial resources.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Last financial audit was done in March 2014 by the administration.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The only source of receipts of the Institute is fee collected from the students/trainees.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)

NA

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If Yes ‘what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes the IQAC was created on 12 August 2014. Currently the cell is working on preparing the SSR (first cycle). In the past the Institute has always been keen on enhancing the quality of teaching and learning even without the existence of the present cell. Establishment of IQAC will make the faculty more proactive and goal oriented.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The primary task of IQAC is to develop a system for conscious, consistent and substantial improvement in the overall performance of institution and to channelize all efforts and measures of the institution towards promoting its holistic academic excellence. Keeping this in mind the decisions and their implementation is considered.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

No, it does not have any external members in the committee.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The committee has just been formed and currently our former MA student Mr. Deepak Verma is one of the committee members of the IQAC.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC has 12 members including one chairperson, two coordinators, assistant coordinator, former student and 8 members which include teaching and non-teaching staff.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Yes the IQAC was created on 12 August 2014. Currently the cell is working on preparing the SSR (first cycle).

6.5.3 Does the institution provide training to its staff for effective implementation of the IQAC?

Yes.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The Department of Higher Education of Chandigarh Administration occasionally conducts inspection of the Institute for investigating the current status of the quality in the Institute. The Institute regularly submits progress reports to the affiliating University – Panjab University as well as Chandigarh Administration.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The internal quality assurance mechanisms are set in line with the prevalent external authorities. Some such common areas of thrust are:

- Admissions based on the reservation policies set by the Government.
- Administration and official works follows the regulations issued by the UGC

Salary and financial matters are meticulously handled as per the rules of the Department of Higher Education of Chandigarh Administration.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations?

The Student feedback forms enlighten the scenario of teaching learning from the angle of the student. There is fixed consultation time for the students and trainees. The Director of the Institute/ Head of the Department observe the classroom teaching. E-material accounts are also generated for the students.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Review meetings are an important tool of communication for taking and modifying decisions. The staff members are made aware about the quality assurance policies and mechanisms during meetings and through the Annual Report. The external stakeholders come to know about the institutional quality assurance from the prospectus, Institute's website and the Annual Report.

**CRITERIA-VII
INNOVATIONS AND BEST
PRACTICES**

CRITERIA-VII INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1. Does the institution conduct a Green Audit of its Campus?

The students and faculty are encouraged to keep the campus green by planting more trees and making the campus plastic free zone. Though there is no formal green audit system, the entire building of the institution is designed in such a way that all the rooms are well ventilated and well-lit with the natural light and in a way the building is designed considering the maximum utilization of the natural resources. The Institute is utilizing considerable amount of money on laying and maintaining greenery on the campus. The Institute is maintaining lush green lawns and herbal plants in the campus. Two gardeners are appointed to look after the maintenance of greenery.

Energy Audits are conducted by the Maintenance Department to optimize power consumption in campus and also in the Hostel. The suggestions given through audits are implemented.

7.1.2. What are the initiatives taken by the institution to make the campus eco-friendly?

The following necessary steps are taken to keep the college campus environment friendly

Energy conservation

- The glass windows of the class rooms facilitate the maximal utilization of natural light.
- The traditional lighting systems are replaced with CFL lighting system.
- Switching off the electrical equipment when not in use is ensured.

Use of renewable energy

- Solar street lights are used outside the campus

Water harvesting

- The Institute does not have this facility.

Efforts for carbon neutrality

- The campus is surrounded by trees and lawns.
- Allemande and bougainvillea plants decorate the campus and the campus looks beautiful.
- The Institute has made adequate arrangements for the parking of vehicles.

- Cigarettes and tobacco products are strictly banned within 100 meters of the campus.
- Transportation pooling is encouraged and is a practice amongst the staff and students.

Plantation and waste management

- The Institute organizes plantation drives.
- Polythene bags and other non - decomposable are separated and sold to vendors before disposing off the organic wastes.

E-waste management

- Obsolete Computers, printers and other equipment's used for Information Communication Tools (ICT) are donated to charitable organizations if they are in working condition.
- Seminars and class teachings are given for the proper waste disposal.
- Use of plastic bags are discouraged in the campus

Any other: Broken glass, and plastic, rubber and poly-urethane materials are disposed off into municipal dump bins to be recycled.

7.2: INNOVATIONS

1. Enrichment and value added courses

The college has introduced enrichment and value added classes to help students acquire knowledge to enhance their job opportunities.

2. Quality education

Series of workshops/seminars/debates/panel discussions have established the reputation of this Institute as a place of quality education. The Institute conducts remedial classes for the needy students to perform better in the examination. Question banks are provided to the students. Through its PGCTE trainees and PD Course, the Institute impacts the student community in great numbers.

3. Cultural activities

Students are encouraged to participate in cultural events, youth Festivals. PGCTE Dept. conducts co- curricular and cultural competitions on weekly basis in every PGCTE Course.

4. Conducive Learning Environment

Teachers use Interactive Boards, LCD monitors, power point, charts, felt boards, flannel graphs and flash cards to stimulate the interest of the students in learning.

5. Feedback Mechanism

Students give feedback regarding each teacher and the course content facilities of the Institute periodically, which is one of the milestones in the growth of the institution. According to the students' feedback, the teachers are advised and counselled to make the necessary changes in their teaching methodology or course curriculum.

6. Community Participation

Active community participation is fostered among the students and the faculties to promote protect and preserve the health of the community. During the Kashmir Relief Operation the students extended help and RIE representatives manned the relief camp at 12 Wing Air Force Station, Chandigarh.

7. Automation of Accounts and Establishment Department

Automation of account section has helped in making claims and disbursement very easy. It has allowed preparation of statistical data faster and process of admission has become more transparent. Computerized results, uploading of results on university website, and timely audits have also improved our reputation and commitments.

8. Fully Automated Library

OPAC in the Library helps the borrower in finding the book of his/her choice promptly. It also helps the Library personnel in serving the students effectively.

9. Multimedia Language Labs

The Institute is a pioneer in establishing a computerized multimedia language lab with **31** computers and hi-tech software to enhance Communication Skills. The language lab has an LCD projector for demonstrating multimedia teaching skills to the teacher trainees. Another language lab has been established for MA (English) Students with **20** computers in 2010.

10. Studio

It is a film production center which is well equipped with a complete unit for the same. It has a high definition camera, studio lights and editing suite essential for film making.

11. Establishment of Placement and Training Cell and Career Guidance Cell

These Cells help the students to appear in different competitive examinations and campus interviews through various training programs.

12. Multimedia Learning Lab: Computer Assisted Learning Laboratory

RIE was selected by the Education Department, Chandigarh Administration to set up Multimedia Language Learning Labs in seven schools of Chandigarh. To familiarize the teachers with the new concepts of language lab the Institute conducted two one-day training-cum-workshops in the month of April. The language labs were set up in the month of June in all the seven schools. An onsite training of teachers in these schools on using language labs was held in the month of August.

13. Establishment of Interactive New Courses

- RIE Certificate Course in Personal Development
- C-TOSS Program for the Government Schools of Chandigarh
- MA in English

7.3. BEST PRACTICES

7.3.1. Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

BEST PRACTICE: 1

1. TITLE OF THE PRACTICE: ONE MONTH ONLINE PGCTE PROGRAM.

2. GOALS/ OBJECTIVES:

- To encourage the development of transferable, technical, and social skills of value in formal and informal learning
- To discuss /share curriculum-related content and enhance the prescribed curriculum for students
- To promote participatory culture among students - space that allows engagement, sharing, mentoring, and an opportunity for social interaction

- To provide a virtual space for learners
- To emphasize professional communication
- To improve students' comprehension
- To enhance students' networking and collaboration with other students globally
- To use the advanced technology in the teaching learning process
- To make the teaching learning process more interesting.
- To get feedback from the students
- To post assignments, questions, readings, and grades as well as ways to interact with the students through forums or chats.

3. THE CONTEXT:

ELT is the profession that invents innovative ideas and keeping this aspect in mind, the Institute has developed a One Month Online PGCTE Program. This method of teaching learning will help the students to compete with the world in this growing world of technology. The students will learn to have maximum use of advanced technology in their learning phase.

4. THE PRACTICE:

In this program the teachers post material, assignments, questions, relevant articles, research and current knowledge and many more. The access is given to every student. The students visit the website on regular basis; which encourages taking learning outside the classroom. The students are also encouraged to give comments and feedback on the given topics.

5. EVIDENCE OF SUCCESS:

The students frequently visit the website and give their feedback as well as comments which help the teachers to modify their topics and update their material.

6. PROBLEM ENCOUNTERED:

Students who are not well versed in computer find some difficulty in using the website.

BEST PRACTICE: 2

1. TITLE OF THE PRACTICE: INCULCATING RESEARCH HABITS IN STUDENTS

To involve students in writing research papers and getting these published in reputed Journals.

2. GOALS/ OBJECTIVES

- Increase the number of research projects.
- Increase the number of publications in indexed journals
- Encourage inter disciplinary/ multidisciplinary collaborative research efforts to introduce best practices amongst the students.

3. THE CONTEXT

Writing and publishing research papers is an integral part of the professional life. This will not only help in obtaining knowledge and increasing the number of projects in hand but also it opens the way for best evidence based practice.

4. THE PRATICE

The first part of the practice includes encouraging the students to write research papers. Then the written manuscripts are verified by the research committee. Once the manuscripts are ready, the ways are identified to get these published through various means. The papers are presented in the workshops, conferences and national and international journals.

5. EVIDENCE OF SUCCESS

The papers are accepted in national and international refereed journals and conferences.

6. PROBLEM ENCOUNTERD

Some students consider the research as extra burden.

**Evaluation Report of
the Departments:
Department Profiles**

**Department of Postgraduate Studies
(MA English)**

Department of Postgraduate Studies (MA English)

1. **Name of the department** -- Dept. of Postgraduate Studies
2. **Year of Establishment** -- 2010
3. **Names of Programs/Courses offered** : M A in English
4. **Names of Interdisciplinary courses and the departments/units involved** –Media Studies, Film Studies, and Cultural Studies.
5. **Annual/ semester/choice based credit system (program wise)** – Semester
6. **Participation of the department in the courses offered by other departments** – Proficiency tests, workshops for the students organized in collaboration with the Dept of PGCTE and Personal Development.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** --Nil
8. **Details of courses/programs discontinued (if any) with reasons** -- None
9. **Number of Teaching posts**

Designation	Sanctioned	Filled
Professors	–	–
Associate & Asst. Professors	04	1(Associate Professor) 1(Guest Faculty) 2(Assistant Professors)

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience	Number of PhD. Students guided for the last 4 years
Jyoti Singh	MA, M.Phil, PhD	Associate Professor	Fiction, Feminism	20	01
Vijaya Singh	MA, M.Phil, PhD	Asst. Professor	Cinema Studies	11	None
Gopal C Nayak	MA, M.Phil	Asst. Professor	Linguistics	10 months	None
V. K. Deweshwar Guest Faculty (retired)	MA, M.Phil	Retired Associate Professor	Linguistics	38	None

Special Lectures are delivered regularly by the following Faculty of the Institute

- Dr Sharda Kaushik (Director RIE)
- Dr Bindu Bajwa
- Ms. Vandana Lunyal
- Dr Gunbir Kaur
- Ms. Namrata Parmar
- Mr. Shivinder Kang
- Mr. Sumeet Gill

11. **List of senior visiting faculty:** Refer Annexure 3
12. **Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:** 25%
13. **Student -Teacher Ratio (program wise) –** 30:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled –** 01 (Lab Technician)
15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil/PG -**
-- Refer to column 10.
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received –** None
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received –** None
18. **Research Centre /facility recognized by the University –** None
19. **Publications:**

Refer Annexure 6
20. **Areas of consultancy and income generated –** NA
21. **Faculty as members in**
 - a) National Committees b) International Committees c) Editorial Boards....
Dr Vijaya Singh:
 - Executive member of International Association of Historians for Travel and Transport (T2M)

- Member Editorial Board for “Dialogue”--- Panjab University Journal
- Associate Editor FELT

22. Student projects

- Percentage of students who have done in-house projects including inter departmental/program-100 %
- Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies - NA

23. Awards/ Recognitions received by faculty and students:

Dr Vijaya Singh

- International Scholar Society of History of technology Univ. of Virginia 2012-13.
- Fellow, Indian Institute of Advanced Study, Shimla 2010-12.
- Pre Doctoral Fulbright Fellowship to the Cinema Studies Dept, NYU (1999-2000).

23. List of eminent academicians and scientists/ visitors to the department

– Annexure 3 & 4

24. Seminars/ Conferences/Workshops organized & the source of funding---

Film Appreciation Course (one Week)

- National -- None
- International – None

25. Student profile program/course wise:

Name of the Course	Session	Admitted	Enrolled		Appeared	Passed	Passed in Reappear	Pass percentage
			*M	*F				
MA I	2010-11	18	6	12	8	6	2	100
MA II	2010-11	--	--		--	--	--	--
MA I	2011-12	22	8	14	16	10	4	87.5
MA II	2011-12	09	2	07	8	4	2	75
MA I	2012-13	12	3	09	9	6	1	78
MA II	2012-13	13	4	09	8	6	2	100
MA I	2013-14	16	1	15	8	8	--	100

Name of the Course	Session	Admitted	Enrolled *M *F	Appeared	Passed	Passed in Reappear	Pass percentage
MA I	2010-11	18	6 12	8	6	2	100
MA II	2010-11	--	--	--	--	--	--
MA II	2013-14	08	1 07	8	5	2	87.5
MA I	2014-15	18	4 14	--	--	--	--
MA II	2014-15	08	00 08	--	--	--	--

26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
As per reservation policy of UT administration/ Panjab University	85%	15%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. NA

29. Student progression

Student progression	Against % enrolled
UG to PG	--
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed	--
<ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities

- a) Library – Yes (centralized)
- b) Internet facilities for Staff & Students – Wi-Fi access, INFLIBNET; language lab
- c) Class rooms with ICT facility – all

d) Laboratories – Language lab

31. Number of students receiving financial assistance from college, university, government or other agencies—none

32. Details on student enrichment programs (special lectures / workshops / seminar) with external experts – See Annexure 3 & 4 for details

- Students participate in Youth Festivals and various other competitions like Rangoli, creative writing, poetry recitation and Poster making Competitions.
- The Institute's Film Club shows movies which are followed by an interactive session, discussing the highlights and various aspects related to the film.
- Mini workshops on academic writing and speaking skills are conducted.

33. Teaching Methods Adopted to Improve Student Learning

- a) Use of latest pedagogical teaching technology including audio-visual aids such as overhead projectors, PPT's etc.
- b) Departmental meetings to prepare teaching plans.
- c) Learner-centred teaching methods such as group work, project work, PPT presentations, debates etc. supplement classroom teaching.
- d) Established language lab to develop communication skills.
- e) Self-learning through books, journals and internet etc. is encouraged.
- f) Faculty members prepare their own visual and teaching aids.
- g) Preparation of the enrichment program for advanced learners and remedial teaching to slow learners.
- h) Peer study groups where the better performers help the weak.
- i) Educational trips, guest lectures by experts help the students to develop the ability to learn on their own.
- j) Diverse teaching methods are used including focused group discussions, brain storming sessions, discussions, home assignments, oral presentations, open book tests in order to make assessment more skill oriented.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students participate in drives like tree plantation, co-ordinate and organize extension lectures, workshops and events like cultural fest, talent hunt shows, stress management workshops assist in book fairs, etc.

As members of RIE legal Literacy Cell students organize various activities / interactive sessions with eminent lawyers engaged by State Legal Services Authority (SLSA), Chandigarh. (Also see Annexure 3)

35. SWOC ANALYSIS OF THE DEPARTMENT AND FUTURE PLANS:

STRENGTHS

- Enthusiastic, competent and committed staff
- Well – equipped language lab with a software to enhance the speech skills examinations Consistent high
- A research oriented Faculty

Weaknesses: No Honours Program and M Phil. Course.

Opportunities:

- Presentation of research papers at state/national/international level.
- Better networking with alumni.
- Improving language skills among students

Future Plans:

- To initiate 3 year integrated Honours Program.
- Encourage more research work.

Department of PGCTE

Department of Post Graduate Certificate Course in Teaching of English (PGCTE)

1. Name of the department: Department of PGCTE

2. Year of Establishment: 1963

3. Names of Programs / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

Post Graduate Certificate Course in Teaching of English

4. Names of Interdisciplinary courses and the departments/units involved:

NA

5. Annual/ semester/choice based credit system (program wise):

3 Months Course twice a year

6. Participation of the department in the courses offered by other departments:

- a. M.A.
- b. Sarv Shiksha Abhiyan Courses (SSA)
- c. Rashtriya Madhmik Shiksha Abhiyan Courses (RMSA)
- d. Courses in pedagogy for Teachers of Adarsh Schools of Punjab
- e. Other need-based courses as per the requirement of different state governments.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NA

8. Details of courses/programs discontinued (if any) with reasons: NA

9. Number of teaching posts:

Name of the Post	Sanctioned	Filled
Professors	1	1
Associate Professors	3	3
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr Sharda Kaushik	Ph.D.	Director of the Institution	ELT, Linguistics	29	4
Dr Bindu Bajwa	Ph.D.	Assoc. Prof	ELT, Linguistics, Discourse Analysis	26	-
Vandana Lunayal	M.Phil	Assoc. Prof	ELT, Phonetics and Phonology, Stylistics, Discourse Analysis, English through Technology	24	-
Dr Gunbir Kaur	M.Phil., Ph.D.	Assoc .Prof	ELT, Grammar, Linguistics, Indian Writing in English	25	-
Gopal Chandra Nayak	M.A., (UGC Net Qualified) B.Ed.	Assistant Prof	ELT, Communication Skills	1	-
Namrata Parmar	M.A. (UGC Net Qualified)	Assistant Prof	ELT, Grammar	7	-

English Language Teaching: ELT

11. List of senior visiting faculty

Refer to Annexure 5

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: 25%

13. Student -Teacher Ratio 8: 1 approx.

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

- Technical-1
- Administrative-5

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Pl.refer to point 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

Funding from EFLU- approx 20 lakh per annum and from UT administration approx Rs 10,000 per annum for payment of stipend to the trainees.

18. Research Centre /facility recognized by the University: NA

19. Publications:

Refer to Annexure 6

20. Areas of consultancy and income generated:

- There are 10 seats for Teacher aspirants in every PGCTE course and there are two courses per year. The Institute charges Rs. 2000 as tuition fee from every aspirant.
- Material Production and curriculum designing (Govt. Funded)

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....

- Dr Sharda Kaushik :
 - Member of TESOL
 - Columnist with The Tribune (Mind your Language)
- Ms. Vandana Lunayal : Member of ELT Research Survey jointly conducted by:
 - The University of Warwick, UK
 - The British Council, India
 - The EFL University, Hyderabad

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/program: NA
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NA

23. Awards / Recognitions received by faculty and students:

Dr Sharda Kaushik

- TCTP Scholarship in Teaching English, British Council UK (1990-91)
- Fulbright Fellowship in Communication Technology USA (1999-2000)
- International E-Learning Teacher Training Program in Teaching Online Teachers' Training Course on Webskills from RELO, US Embassy in June-Aug 2011
- Training Course on Web skills from RELO, US Embassy in June-August, 2012.

Dr Bindu Bajwa

- International E-Learning Teacher Training Program in "Critical Thinking Skills" Fall 2010 from the American English Institute with the University of Oregon, USA. She topped the course.
- Three week professional development program in "Teacher Leadership" (19 July – 09 August, 2011) at the University of Maryland Baltimore County (UMBC), USA.

Mrs Vandana Lunyal

- British Council Long Term Hornby Trust Scholarship, 2007-08
- International E- Learning Teacher Training Program in Teaching "English for Specific Purposes: Sharing Best Practices", from the American English Institute with the University of Oregon, U.S.A, 2012. She topped the international course with 100 % score.
- Three week professional development program in "Teacher Leadership" (21 July – 11 August, 2012) at the University of Maryland Baltimore County (UMBC), USA.

Dr Gunbir Kaur

- Honoured and given commendation certificate on Teachers' Day 2005 for showing 100% pass percentage in B. A. Classes.

- Achieved distinction in PGDTE Course from EFLU, Hyderabad in 2010.

Namrata Parmar

Completed TESOL Certificate Course in Teaching English to Adult Learners from University of Wisconsin by securing 92% marks. There were 40 participants from various countries and she was selected from India.

24. List of eminent academicians and scientists / visitors to the Department:

Refer to Annexure 5

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: NA
- b) International: NA

26. Student profile program/course wise: NA

Name of the Course/program (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
PGCTE	The course is mainly offered to In-service teachers from the region	All teachers who are nominated			

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
PGCTE	UT CHANDIGARH 30%	30% Panjab, 15% Haryana, 10% Himachal Pradesh, 10% J&K, 5% Would be Teachers	nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : NA

29. Student progression- NA

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- Library: Well-stocked Library with books on English language & Literature, National & International Journals & leading newspapers and Magazines
- Internet facilities for Staff & Students: Wi-Fi campus, two language laboratories, one media centre
- Class rooms with ICT facility: smart classrooms with portable media stands
- Laboratories: 2 language laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies:

NA

32. Details on student enrichment programs (special lectures / workshops /seminar) with external experts

Refer to Annexure 1

33. Teaching methods adopted to improve student learning:

Teachers teaching under this program are trained to handle in-service programs. They use different methods to motivate in-service teachers from using inclusive language to using technology and promoting learner autonomy. The teachers use such methods and materials so that participants of the course are able to take responsibility of their learning and also enjoy the training rather than take it as something that has been forced upon them. The Institute has a very good infrastructure and the teachers use the infrastructure optimally. Generally, teachers use:

- a. technology- computers, the Internet, and mobile phones
- b. audio-visual aids
- c. authentic materials which also include the self- prepared materials such as short lessons, films

34. Participation in Institutional Social Responsibility (ISR) and Extension activities;

The department aims to train around 100 regular in-service teacher trainees in teaching of English every year. These teachers are invited from the states of Panjab, Haryana, Himachal Pradesh, Jammu & Kashmir & Chandigarh.

35. SWOC analysis of the department and Future plans:

Strengths

- Enthusiastic, competent and committed staff
- Well – equipped language lab with a software to enhance the speech skills
- Introduced online PGCTE from Oct. 2014
- Conducted need based courses from time to time as per demand.

Weaknesses:

- No hostel for women trainees in RIE campus

Opportunities:

- Presentation of research papers at state/national/international level.
- Improving language skills among students
- Better networking with trainees from different northern states

Future Plans:

- To introduce more PGCTE courses per year
- To enhance the quality of online PGCTE course
- To encourage and motivate trainees to engage in research work.

4. Format for Presentation of Best Practice**One Month Online PGCTE Program.****OBJECTIVES:**

- To encourage the development of transferable, technical, and social skills of value in formal and informal learning.
- To discuss /share curriculum-related content and enhance the prescribed curriculum for students.
- To promote participatory culture among students - space that allows engagement, sharing, mentoring, and an opportunity for social interaction.
- To provide a virtual space for learners.
- To emphasize professional communication.
- To improve student comprehension
- To enhance student networking and collaboration with other students globally
- To use the advanced technology in the teaching learning process.
- To make the teaching learning process more interesting.
- To get feedback from the students
- To post assignments, questions, readings, and grades as well as ways to interact with the students through forums or chats.

THE CONTEXT:

ELT is the profession that invents innovative ideas and keeping this aspect in mind, the Institute has developed a One Month Online PGCTE Program. This method of teaching learning will help the students to compete with the world in this growing world of technology. The students will learn to have maximum use of advanced technology in their learning phase.

THE PRACTICE:

In this program the teachers post material, assignments, questions, relevant articles, research and current knowledge and many more. The access is given to every student. The students visit the website on a very regular basis which encourages outside the classroom learning and to give comments and feedback on the given topics.

EVIDENCE OF SUCCESS:

The students frequently visit the website and give their feedback as well as comments which help the teachers to modify their

0topics which have been updated in the material.

PROBLEM ENCOUNTERED:

Students who are not well versed in computer find some difficulty in using the website.

Department of Undergraduate Studies
Personal Development (PD)

Personal Development (PD) Department

1. Name of the department

Personal Development (PD) Department

2. Year of Establishment

2010

3. Names of Programs/ Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

RIE Certificate Course in Personal Development

4. Names of Interdisciplinary courses and the departments/ units involved

All final year undergraduate classes/ courses offered in Government Colleges of Chandigarh.

5. Annual/semester/ choice based credit system (program wise)

Annual

6. Participation of the department in the courses offered by other departments

Faculty also teaches in PGCTE and MA in English classes.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

NA

8. Details of courses/ programs discontinued (if any) with reasons

NA

9. Number of teaching posts

	Sanctioned	Filled
ACOS	02	02
Trainers	22	18
Material Facilitators	02	02
Office Hands	02	Nil

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	No. of PhD Students guided
Dr Sharda Kaushik	PhD	Director, RIE	ELT	29	4
Dr Bindu Bajwa	PhD	Project Director (PD)	ELT	26	-
Shivinder Kang	MA (English) Pursuing PhD	Chief Coordinator (PD)	Communication Skills and Personal Development	07	Nil
Sumeet Gill	MA (English) Pursuing PhD	ACOS	Postcolonial Literature and Theory	08	Nil
Shreya Sawhney	M.A (English)	Trainer	Soft Skills	3.5	Nil
Anupinder Kaur	M.Sc. (Bio Tech)	Trainer	--do--	3	Nil
Konica Mehta	MBA	Trainer	--do--	3	Nil
Shikha Dimri	MBA	Trainer	--do--	5	Nil
Teena Dadwal	M.A (English)	Trainer	--do--	8	Nil
Yashdweep Bains	M.A (English)	Trainer	--do--	4	Nil
Disha Sandhu	MBA	Trainer	--do--	2.5	Nil
Kanika Puri	M.A Eco.	Trainer	--do--	2	Nil
Rubal Joel	MA (English)	Trainer	--do--	4	Nil
Karina Chaudhary	MMC	Trainer	--do--	2	Nil

Vidhina	MA (Psychology)	Trainer	--do--	3	Nil
Neha	MA (English)	Trainer	--do--	2	Nil
Manpreet	MA English	Trainer	--do--	3	Nil
Charu Sharma	MBA	Trainer	--do--	4	Nil
Nitika Garg	M.A (English)	Trainer	--do--	6 Months	Nil
Shagun Sharma	M. A (English)	Trainer	--do--	2	Nil
Honey Kapoor	MBA	Trainer	--do--	7	Nil
Rashmi	M. Sc. (IT)	Material Facilitator	--do--	1.5	Nil
Harpreet Kaur	M.COM.	Material Facilitator	--do--	6 Months	Nil

11. List of senior visiting faculty

NA

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty

NA

13. Student- Teacher Ratio (Program wise)

One teacher for 40 Students

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

One Technical Support (Sanctioned and Filled); One Accounts Manager (Sanctioned and Filled)

15. Qualification of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./ PG.

Refer to point 10

16. Number of faculty ongoing projects from a) National b) International funding agencies and grants received.

NA

17. Departmental projects funded by DST- FIST; UGC, DBT, ICSSR, etc. and total grants received

NA

18. Research Centre/ facility recognized by the University

NA

19. Publications:

- a) Publication per faculty
- b) Number of papers published in peer reviewed journals (national/international) by faculty and students
- c) Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International; Complete, Dare database – International Social Sciences Directory, EBSCO host, etc.)
- d) Monographs
- e) Chapter in Books
- f) Books Edited
- g) Books with ISBN/ ISSN numbers with details of publishers
- h) SNIP
- i) SJR
- j) Impact factor
- k) h- index

Refer to Annexure 6

20. Areas of consultancy and income generated

NA

21. Faculty as members in

- a) National committees
- b) International committees
- c) Editorial Boards....
Dr Sharda Kaushik:
 - a. Member of TESOL
 - b. Columnist with The Tribune (Mind your Language)

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/ program
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies

NA

23. Awards/ Reorganizations received by faculty and students

The PD Program has been lauded for the change it has brought about in the lives of several students involved. The students have been more employable and have even been supported in getting placements.

24. List of eminent academicians and scientists/ visitors to the department

Pervin Malhotra and Zubin Malhotra, Directors, CARING, New Delhi

25. Seminars/ Conference / Workshops organized & the source of funding

- a) National
- b) International

Two workshops were held on “Careers in 21st Century” by Ms Pervin Malhotra, India’s most renowned Career Counselor. They were held in 2012 and 2013 respectively and the payment was made from the Personality Development Fund.

26. Student profile program/ course wise:

NA

27. Diversity of Students

Name of the Course	% of students from the same State	% of students from the other States	% of students from Abroad
RIE Certificate Course in Personal Development	65%	25%	10%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Exact figure cannot be ascertained as the students enrolled are from different colleges.

29. Student progression

Students Progression	Against % enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph. D. to Post- Doctoral	
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	
Entrepreneurship/ Self- employment	

The RIE Certificate Course in Personal Development is a doorstep program delivered to the final year students of all Government Colleges of Chandigarh Administration. We are not involved in their academic progression after the completion of the course.

30. Details of Infrastructural facilities

- a) Library
- b) Internet facilities for staff & Students
- c) Class rooms with ICT facility
- d) Laboratories

a) A high-tech library with a state-of-the-art security system is available for the students. It houses a variety of books and journals which the students can read and benefit from.

b) Round the clock Wi-Fi is available for the students and faculty of the Institute.

c) All classes have ICT facility and wherever it is unavailable, the Institute provides portable projectors, laptops etc for facilitating the same.

d) Two fully developed Language Labs are available for the students for their communication practice.

31. Number of students receiving financial assistance from college, university, government or other agencies

NA

32. Details on student enrichment programs (special lectures / workshops / seminar) with external experts

The Institute organized two workshops on “Careers in the 21st Century” for the students of RIE Certificate Course in Personal Development. Over 1000 students participated in the event during both the occasions. The workshops were conducted by Ms Pervin Malhotra, who talked about the career prospects available today and the importance of a focused approach for getting placed in the Industry which offers many options to a well groomed talent pool.

33. Teaching methods adopted to improve student learning

The PD Program is a doorstep program which is a student centered and an activity based program. It uses PPT’s, Videos and Audio Clips which are supported by a series of tests and activities which are compiled as a book called “Springboard to Success”

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NA

35. SWOC analysis of the department and Future plans

The department is in the process of getting the program validated by the Confederation of Indian Industry (CII) and will collaborate with the industry in the near future to help in the placements of the students enrolled.

Department of School Education
CTOSS

Department of Chandigarh Training on Soft Skills (C-TOSS)

1. **Name of the Department:**
Chandigarh Training on Soft Skills C-TOSS
2. **Year of Establishment:**
2010 at Regional Institute of English
3. **Names of Programs/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.)**

Chandigarh Training on Soft Skills C-TOSS
4. **Names of Interdisciplinary courses and the departments/units involved:**

All Govt School Students covered under Chandigarh Administration of Classes 9th, 10th and 11th
5. **Annual/semester/choice based credit system (programme wise)**

Annual
6. **Participation of the department in the courses offered by other departments**

Faculty also teaches in PGCTE and MA in English classes.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

NA
8. **Details of courses/programs discontinued (if any) with reasons:**

NA
9. **Number of Teaching Posts**

	Sanctioned	Filled
COS	1	1
ACOS	4	3
Assistant	4	3

Coordinator Cum Trainer		
Part-Time Trainers	86	86
Material Facilitators	1	1
Accountant	2	1
IT Personnel	1	NIL
Office Hands	1	NIL

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
Dr Sharda Kaushik	Ph.D	Director, RIE	ELT	29	4
Vandana Lunyal	M. A, Mphil, PGDTE	Associate Professor	ELT/Material Production/Disc o-urse Analysis	24	--
Archana Verma Singh	M. A, UGC, NET	Guest Lecturer	Indian Writings/	7	--
Tulika Kakkar	M.A, M.Phil	Coordinator	Cultural Studies	5	--
Rajwinder Kaur	MCA; BCA	Part-Time Trainer	Soft Skills		--
Poonam Bhatt	B.A.; Pursuing M.A. (Sociology)	Part-Time Trainer	Soft Skills		--
Aisha Perveen	M. A. (English)	Part-Time Trainer	Soft Skills		--
Manjeet Kaur	M. A. (English)	Part-Time Trainer	Soft Skills		--
Vaninder Kaur	M.Ed M.Com.; CA Inter.	Part-Time Trainer	Soft Skills		--

Kishneeta	M. A. (English)	Part-Time Trainer	Soft Skills		--
Deepika Khatri	PGDBA; B.Com.	Part-Time Trainer	Soft Skills		--
Inderpreet Kaur	M. A. (English) Pursuing M.Phil	Part-Time Trainer	Soft Skills		---
Mandeep Kaur	M. A. (English) M. Phil.	Part-Time Trainer	Soft Skills		--
Gurnam Singh	B.A.	Part-Time Trainer	Soft Skills		--
Prabhjot Kaur	M.A. (Psychology)	Part-Time Trainer	Soft Skills		--
Prabhjot Kaur Chugh	B. A.	Part-Time Trainer	Soft Skills		--
Nitika Mahajan	M.A. (English)	Part-Time Trainer	Soft Skills		--
Puneet Marwah	Mass Comm.	Part-Time Trainer	Soft Skills		--
Rekha Rani	B.A.	Part-Time Trainer	Soft Skills		--
Parul Sharma	M.A. English B.Ed., B.Sc.	Part-Time Trainer	Soft Skills		--
Shruti Singh	M.A. (English)	Part-Time Trainer	Soft Skills		--
Anjali Kharyal	M. A. (English)	Part-Time Trainer	Soft Skills		--
Darspreet Kaur	B. A.	Part-Time Trainer	Soft Skills		--
Niyati Gulia	B.A.	Part-Time Trainer	Soft Skills		--
Supriya Chahal	M.A. (English); B.Ed.	Part-Time Trainer	Soft Skills		--
Raveena Attri	B. A.	Part-Time Trainer	Soft Skills		--
Harneet Kaur	M.Sc. (IT); MCA	Part-Time Trainer	Soft Skills		--
Amanpreet Kaur	M. A. (English) B.Ed.	Part-Time Trainer	Soft Skills		--

Poonam Sharma	M.Com. B.Ed.	Part-Time Trainer	Soft Skills		--
Renu Sharma	MBA	Part-Time Trainer	Soft Skills		--
Pawan Kumar	M.Com.	Part-Time Trainer	Soft Skills		--
Mohita Sharma	M.A. (English) PGDMC; B.ED.	Part-Time Trainer	Soft Skills		--
Aparna Sharon Isa Dass	PGDPR BA	Part-Time Trainer	Soft Skills		--
Gurdeep Kaur	M.A. (English)	Part-Time Trainer	Soft Skills		--
Sheetal Sharma	M.A.; B.ED	Part-Time Trainer	Soft Skills		--
Chetna	M.Sc; M.A.; B.Ed.	Part-Time Trainer	Soft Skills		--
Harjot Kaur	BCA; MSc IT	Part-Time Trainer	Soft Skills		--
Jyoti Malhotra	Pursuing M.A. English; M.B.E., B.ED	Part-Time Trainer	Soft Skills		--
Yashika	M.Com	Part-Time Trainer	Soft Skills		--
Simple	M.A.; M.Phil B.ED	Part-Time Trainer	Soft Skills		--
Neeraj Thakur	M.A. (Sociology)	Part-Time Trainer	Soft Skills		--
Deepika Sharma	B.Com	Part-Time Trainer	Soft Skills		--
Manjot Kaur	M.A. (Pol. Sci.)	Part-Time Trainer	Soft Skills		--
Avisha Raj	B.A.; NTT	Part-Time Trainer	Soft Skills		--
Hardeep Singh	M.A. (English)	Part-Time Trainer	Soft Skills		--
Rupal Marwah	MBA; NTT	Part-Time Trainer	Soft Skills		--
Nimit Gambhir	B.Com	Part-Time Trainer	Soft Skills		--

Aakanksha M. Dhaka	LLB; LLM	Part-Time Trainer	Soft Skills		--
Jasbir Kaur	B.A.; B.Ed.	Part-Time Trainer	Soft Skills		--
Anju	M.Com	Part-Time Trainer	Soft Skills		--
Harmanpreet Kaur	MBA, PGDCA, B.Com	Part-Time Trainer	Soft Skills		--
Priyanka	MBA; BBA	Part-Time Trainer	Soft Skills		--
Ramandeep Kaur	M.Ed; B.Ed; B.Tech	Part-Time Trainer	Soft Skills		--
Sukhdev Singh	MA (Pol. Sci); B.Ed	Part-Time Trainer	Soft Skills		--
Shivani Dhiman	M.A. English; B.Ed.	Part-Time Trainer	Soft Skills		--
Aashima	M.A. English; B.Ed	Part-Time Trainer	Soft Skills		--
Avneet Kaur	M.A. Pbi; B.Ed	Part-Time Trainer	Soft Skills		--
Sukhjot Kaur	MBA; BBA	Part-Time Trainer	Soft Skills		--
Puja Chauhan	B.A.	Part-Time Trainer	Soft Skills		--
Aakanksha Verma	B.A.; B.Ed.	Part-Time Trainer	Soft Skills		--
Jaspreet Kaur	M.Sc.; PGDCA; BA	Part-Time Trainer	Soft Skills		--
Kuljit Sahni	M.Sc. IT; BA	Part-Time Trainer	Soft Skills		--
Manju Prasoon	B.Sc. Bio-Tech	Part-Time Trainer	Soft Skills		--
Harpreet Kaur	B.Com	Part-Time Trainer	Soft Skills		--
Rashi Jain	M.A. English; M.Ed.	Part-Time Trainer	Soft Skills		--

Jasleen Arneja	M.A. English; B.Ed	Part-Time Trainer	Soft Skills		--
Punam	M.A. English	Part-Time Trainer	Soft Skills		--
Tanvi Malhotra	M.Phil English; M.A. English; PGCTE	Part-Time Trainer	Soft Skills		--
Ashu Sharma	M.Ed.; B.Ed	Part-Time Trainer	Soft Skills		--
Leena	M.A; B.Ed; B.Sc.	Part-Time Trainer	Soft Skills		--
Nisha Parmar	MBA	Part-Time Trainer	Soft Skills		--
Stephen Raj	B.A.	Part-Time Trainer	Soft Skills		--
Neha	MBA; B.E. in ECE	Part-Time Trainer	Soft Skills		--
Priyanka Mehta	B.Com	Part-Time Trainer	Soft Skills		--
Harpreet Banwait	M.A. Economics; B.Ed.	Part-Time Trainer	Soft Skills		--
Tanu	M.A. English; B.Ed	Part-Time Trainer	Soft Skills		--
Jasmine Kaur	BBA	Part-Time Trainer	Soft Skills		--
Surinder Singh	MBA; B.A.	Part-Time Trainer	Soft Skills		--
Archana Soni	M.Ed.; B.Sc.	Part-Time Trainer	Soft Skills		--
Pavneet Kaur	M.Sc. B.Ed.	Part-Time Trainer	Soft Skills		--
Chetna	M.Sc. M.A. Economics; B.Ed.	Part-Time Trainer	Soft Skills		--
Harjot Kaur	M.Sc. IT; BCA	Part-Time Trainer	Soft Skills		--
Janaki	B.A.; N.T.T.; Pursuing M.A.	Part-Time Trainer	Soft Skills		--
Sadish Nair	B.Com	Part-Time Trainer	Soft Skills		--

Dr Ruchi Bedi	PhD; M.Phil in Education; M.A.	Part-Time Trainer	Soft Skills		--
Sitanshu Kumar	B.A.	Part-Time Trainer	Soft Skills		--
Bhavna Sharma	MBA	Part-Time Trainer	Soft Skills		--
Rajni Sharma	M.A. English	Part-Time Trainer	Soft Skills		--
Shivani	M.A. English	Part-Time Trainer	Soft Skills		--
Sonia Beniwal	B.P.T.	Part-Time Trainer	Soft Skills		--
Radhika Shankar	M.A. History; B.Ed.	Part-Time Trainer	Soft Skills		--
Ashima	B.Sc. (Home Science)	Part-Time Trainer	Soft Skills		--
Varun Manchanda	MBA	Part-Time Trainer	Soft Skills		--
Sakshi Gupta	B.A.; N.T.T.; NECCE	Part-Time Trainer	Soft Skills		--
Harinderdeep Kaur	M.A. (Geography); B.Ed.	Part-Time Trainer	Soft Skills		--
Meenu Sood	M.A. English; B.Ed.	Part-Time Trainer	Soft Skills		--
Jessica	B.A.	Part-Time Trainer	Soft Skills		--
Suruchi Bhatia	MBA	Part-Time Trainer	Soft Skills		--
Jasleen Kaur	MBA; M.Com; B.Ed	Part-Time Trainer	Soft Skills		--
Nancy Chopra	B.A. ; N.T.T.	Part-Time Trainer	Soft Skills		--
Seema Bhatia	M.A. Pbi ; B.Ed.	Part-Time Trainer	Soft Skills		--

11. List of senior visiting faculty:

NA

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:**
- NA
13. **Student-Teacher Ratio (programme wise)**
- One teacher for 50 student approx
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:**
- One Technical Support (Sanctioned) and two Accountants (Sanctioned)
15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG**
- Refer Table No 10
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**
- NA
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received**
- NA
18. **Research Centre/facility recognized by the University:**
- NA
19. **Publications:**
- Refer Annexure 6
20. **Areas of consultancy and income generated:**
- NA
21. **Faculty as members in**
- a) National committees b) International Committees c) Editorial Boards....

22. **Student projects**

- a) Percentage of students who have done in-house projects including interdepartmental/program
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: NA

23. **Awards/Recognitions received by faculty and students**

Ms Vandana Lunyal

- British Council Long Term Hornby Trust Scholarship 2007-08
- Ten Week Online Course in Teaching English for Specific Purpose, University of Oregon, U.S.A, 2012.
- Three Week Professional Development Program in Teaching Leadership, University of Maryland, U.S.A.

24. **List of eminent academicians and scientists/visitors to the department**

1. On 13 March 2013, the Regional Institute of English (RIE), Sector 32 Chandigarh and the British Council, New Delhi, organized two workshops for teachers of schools and colleges of the region. The workshops were conducted by Ms Marie Delaney, Director, **The Learning Harbour, Cross Haven, Co Cork, United Kingdom**. She is a trained educational psychotherapist, English and Foreign languages teacher and a teacher trainer. The first workshop was on 'Motivating the Unmotivated'. It was attended by 52 teachers and C-TOSS trainers. Many principals also attended the workshop and they found it very useful and motivating. The audience responded very positively and found the workshop meaningful.

2. English Language Fellow, James Stabler Havener sponsored by Department of State, US Embassy and RELO New Delhi, conducted a workshop for C-TOSS Trainers on Teaching Methodology and Learner Differences in December 2011. The workshop was primarily designed to help C-TOSS trainers in dealing with mixed ability students of Govt. Schools.

3. English Language Fellow, Sarah Anderson, sponsored by Department of State, US Embassy and RELO New Delhi, organized a workshop for C-TOSS Coordinators in October 2010. The workshop

was focused on exploring various classroom activities on speaking skills.

25. Seminars/Conferences/Workshops organized & the source of funding

a) National

On 13 March 2013, the Regional Institute of English (RIE), Sector 32 Chandigarh and the British Council, New Delhi, organized two workshops for teachers of schools and colleges of the region. The workshops were conducted by Ms Marie Delaney, Director, **The Learning Harbour, Cross Haven, Co Cork, United Kingdom**. She is a trained educational psychotherapist, English and Foreign languages teacher and a teacher trainer. The first workshop was on 'Motivating the Unmotivated'. It was attended by 52 teachers and C-TOSS trainers. Many principals also attended the workshop and they found it very useful and motivating. The audience responded very positively and found the workshop meaningful.

b) International:

NA

26. Student profile program/course wise:

C-TOSS Program is a Door-Step Education Program catering to all the students of Govt. Schools of classes 9th, 10th and 11th under Chandigarh Administration..

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
C-TOSS	40%	55%	5%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

N.A

29. **Student progression: NA**

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

The RIE- C-TOSS Program is a doorstep program delivered to the students of Govt Schools. We are not involved in their academic progression after the completion of the course although the C-TOSS programme hones their employability skills and prepares them for various sectors ranging from telecommunication, healthcare, and beauty and so on.

30. **Details of Infrastructural facilities:** There is a provision for students to come to RIE to access the Library or the Language Lab. They can also have consultation with the faculty members.

- a) **Library**
- b) **Internet facilities for Staff & Students**
- c) **Classrooms with ICT facility**
- d) **Laboratories**

31. **Number of students receiving financial assistance from college, university, government or other agencies:**

NA

32. **Details on student enrichment programs (special lectures/workshops/seminar) with external experts:**

Special computer programs are organized for students in the month of June to train the students in using computers in the RIE language lab. They are also given certificates.

33. Teaching methods adopted to improve student learning

RIE has been making various changes in the teaching strategy from time to time to facilitate different learners and learning styles. C-TOSS trainers use a mix of Communicative approach and traditional methodologies to allow greater flexibility in learning.

34. Participation in Institutional Social Responsibility(ISR)and Extension activities

ISR of Class 9 and 10 students from Govt. schools are trained every year in developing soft skills and computer skills in the RIE language labs during their vacations in June. Faculty engaged in CTOSS reach out to Govt. schools of Chandigarh Administration to help them in maintaining their language labs and training teachers in training them.

35. SWOC analysis of the department and Future plans:

RIE being a primary teacher training Institute in the northern region has been entrusted with the responsibility to implement CTOSS program in 86 Govt. schools of Chandigarh Administration in the session 2014-15. To implement this, RIE has had a series of written tests and interviews to select suitable candidates for the program. We need highly motivated and well qualified teachers for this program who not only possess good communication skills but also appropriate soft skills. Such people are generally difficult to find. To overcome this limitation RIE organizes a series of training programs initially and every week. RIE is preparing materials to be used in the classroom for this program and plans to have a number of training workshops in using the material in schools in the current year and prepare more materials in the session 2015-16 and prepare master trainers to train CTOSS teachers and give them on the spot guidance. A pool of 10-15 master trainers will be prepared who will move from school to school to assist the teachers engaged.

Annexures

Annexure 1

PROJECTS/WORKSHOPS/COURSES/CONFERENCES

Projects/Conferences

Sr. No	Name	Launched	Financing
1.	National Linguistics Conference	November 2011	Govt Funded
2.	Multi Media Learning Lab: Computer Assisted Learning Laboratory	April 1 to July 31 2011	UT Government
3.	RIE Certificate in Personal Development (CPD) (Co-educational)(100-hour training module)	Launched in 2010 at RIE	UT Government
4.	CTOSS: Chandigarh Training on Soft Skills.	Launched in 2010	UT Government
5.	Afghan University Students Exchange Program I (AUSEP)	April 2010-March 2013 (4 Courses)	U.S Department of State, through their embassy in Kabul.
6.	Speaking In English Program - SIEP	November 09-March 10	UT Government
7.	Sarva Siksha Abhiyan (SSA) Courses	Launched in 2009 (46 Courses done at RIE)	UT Government
8.	English Language Improvement Program in Schools - ELIPS	February 08-ongoing endeavor	UT Government
9.	Reading and English Acquisition Program - REAP	November 07-March 08	UT Government
10.	Primary ELT Project For Primary School Teachers of Govt. Model and Non-Model Schools	August 05-March 07	UT Government

Workshops/Courses

Sr. No.	Month	Details
April 2005-March 2006		
1.	November	Ten-day Training cum Workshop in Methods of Teaching English for the Government Secondary School Teachers of Model Schools
2.	December	One-week Orientation Course in Methods of Teaching English for the Secondary School Teachers of Government Non-Model Schools
3.	December	One-week Orientation Course for the Primary Teachers from Ladakh, Jammu and Kashmir
4.	January	One-day Seminar in Re-visioning Language and Literature for Government Senior Secondary School Teachers of Punjab
5.	January	One-day seminar on Integrating ICT in the Teaching of English for Secondary School Teachers of Haryana by Andrew Stoke, UK
6.	February	One-day Seminar in Re-visioning Language and Literature for Government Senior Secondary School Teachers
7.	February	Communication skills for students of rural areas-Faridkot, Punjab for class IX – B.A.
8.	February	One-week Intensive Course in Communicative English for the Undergraduates of Dev Samaj College for Women
9.	February	Two- week Training Course for Government Primary School Teachers
10.	February	One-week training course in Communication Skills for the Primary School Teachers of Ladakh
April 2006-March 2007		
11.	April	Three-day Orientation Program in Methods of Teaching and Learning English for Primary, Secondary and Senior Secondary School Teachers of Army Schools

12.	May	RELO-USEFI-RIE Workshop in Learning Styles for Secondary School Teachers
13.	July	Two-week Teacher Development Workshop in Communication Skills for college lecturers of Punjab
14.	July- November	Master Trainers Program in English for Government Senior Secondary School Teachers of Punjab
15.	August	One-day Workshop in Teaching Oral Communication Skills for Government Primary School Teachers
16.	August	One-day Seminar on Dyslexia: Teaching Strategies for Secondary School Teachers of non-Government Schools
17.	September	Ten-day Training Program in Methods of Teaching English for Primary School Teachers of Government Non-Model Schools
18.	September	Ten-day Training Program in Methods of Teaching English for Government Secondary School Teachers
19.	October	One-day Workshop in Teaching Oral Communication Skills for Government Primary School Teachers
20.	October	Three-day Training Program in Handling the Textbook for Secondary School Teachers of Kargil
21.	November	One-day workshop in Teaching Oral Communication Skills for Government Primary School Teachers of UT Chandigarh
22.	November	Four-day Training Program in Computer Assisted Language Learning for Government Secondary School Teachers of Haryana
23.	November- February	Master Trainers Program in Methods of Teaching English for Government Senior Secondary School Teachers of Punjab
24.	November	One-day Orientation Program in English Language Teaching for Government Secondary School of Punjab Teachers of Punjab
25.	December	One-day workshop in Teaching Oral Communication Skills for Government Primary School Teachers of UT Chandigarh
26.	December	One-day Workshop in Learning Language through Multimedia for students of Guru Gobind Singh College of Pharmacy, Chandigarh

27.	December	One-week Seminar Revisiting Pedagogic Concerns for College Lecturers
28.	December	One-day Seminar on Dyslexia: Teaching Strategies for Secondary School Teachers of Non-Government Schools
29.	December	One-day Orientation Program in English Language Teaching for the Government Secondary School Teachers of Punjab
30.	December	One-week Training Course in Teaching Language Skills for Primary School Teachers from Kargil, Army Goodwill Schools
31.	February	One-day Workshop in Teaching Oral Communication Skills for Government Primary School Teachers
32.	March	One-day Seminar on Linking Teaching of English with the Emerging Market Needs for College lecturers
33.	March	Two-day Orientation Course in Communication Skills for Government Polytechnic college lecturers of Haryana Technical Board of Education, Haryana
34.	March	One-week Orientation Program for Master Trainers in English Language Teaching for Government Senior Secondary School Teachers of Punjab
35.	March	One-week Orientation Program for Master Trainers in English Language Teaching for Government Senior Secondary School Teachers of Punjab
April 2007-March 2008		
36.	April	One week Training Course in Language Skills for the Ministerial Staff of Haryana Technical Board of Education, Haryana
37.	April	Two-day Orientation Course in Communication Skills for Lecturers of Government Polytechnic Colleges, Haryana
38.	May	Workshop for English lecturers of Haryana Board of Technical Education in Framing Syllabus
39.	May	Two-week English Language Proficiency Course for 10+1 students
40.	May	Ten-day In-service Teacher Training Program for Government Primary School Teachers

41.	May	Ten-day Pre-induction Teacher Training Program for Newly Recruited JBT Teachers
42.	July	Three-day Orientation Course in Active Communication Skills for lecturers of Haryana Technical Board of Education, Haryana
43.	July	One-day Workshop in Integrating Technology in English Classroom for Teachers of Panchkula
44.	August	One-day Workshop for College Lecturers of UT Chandigarh
45.	August	Methods of Teaching English for Senior Secondary School Teachers of Jawahar Navodaya Vidhyalaya
46.	September	Ten-day Training Course in Handling the Textbook for Teachers of Government Primary Model Schools
47.	September	National Seminar on Language Learner in the Primary School organized in September
48.	September	Designing Communicative Activities for college lecturers
49.	September	Talk on Innovation and Experimentation in Teaching for Secondary and Senior Secondary School Teachers of Kendriya Vidhyalaya
50.	October	One-day Orientation Program in Reading and English Acquisition Program-REAP
51.	October	Grammar and Usage for college lecturers of Chandigarh
52.	October	Training in Imparting Listening and Speaking Skills for Government Senior Secondary School Teachers
53.	October – November	English Speaking Course for Minorities
54.	November	Seminar on Inculcating Reading Habits among Young Learners for Primary School Teachers and Principals
55.	December	Two-week Training Program in Handling the Textbook for Government Primary School Teachers
56.	December	Cluster Coordinators Meet on REAP
57.	January	One-day Workshop in Pronunciation for Government Primary Model Schools

58.	January	Three-day Intensive Training in Handling the Course Material for English lecturers of Haryana Polytechnic Colleges, Haryana
59.	February	One-week Training Course in Office Communication for HODs and Senior Lecturers of Haryana Polytechnic Colleges, Haryana
60.	February	One-week Training Course in Classroom Management for lecturers of Haryana Polytechnic Colleges, Haryana
61.	February	One-week Training Course in Communication Skills for lab instructors of Haryana Polytechnic Colleges, Haryana
62.	February	Four-day Orientation in Producing Teaching and Learning Material in February 08 for trainers at Primary level
63.	March	Cluster Coordinators' Meet on REAP
64.	March	Three-week Workshop in production of Teaching and Learning Material for project ELIPS- English Language Improvement Program in Schools
April 2008-March 2009		
65.	May-June	One-month Course in the Use of Computer and Internet for students of Government Schools
66.	May-June	One-month Course in the Use of Computer and Internet for students of Vatika High School for Deaf and Dumb
67.	July	Three-day Orientation Course in the Use of Language Laboratory for Teachers under Punjab State Education Board
68.	July	One-day workshop Inculcating Reading Habits among Young Learners for Cluster Coordinators of Sarv Shiksha Abiyan Project
69.	August	One-day Orientation to Production of Educational Films for undergraduate students of Government College.
70.	August	One-day Orientation Workshop in Use of Educational Technology for English language lecturers of the Haryana Technical Board of Education
71.	January	One-day Workshop in Making Short Films
72.	November	One-day Workshop on Fostering Communication and Critical Thinking Skills in collaboration with the Regional English

		Language Office, New Delhi
73.	November	One-day Workshop on Integrating Language Skills in collaboration with the Regional English Language Office, New Delhi
74.	December	One-day Enhancing Communication Skills and Personality Development Workshop by Prof. Abhai Maurya, VC, EFL University, Hyderabad.
75.	December	One-day Workshop in Using Cartoons and Multimedia to Promote Language Skills for the Secondary and Senior Secondary School Teachers.
76.	December	Orientation to Integrating Technology in an English Classroom for lecturers from Engineering College, Himachal Pradesh
77.	January	Ten-day Training Program in Enhancing Communication Skills for Primary and Secondary School Teachers of Army Goodwill School, Kargil.
78.	January	Promoting Oral Communication Skills: Teacher's Manual (Based On Textbooks Of Class I-V, Army Goodwill Schools, Kargil)
79.	March	Four courses of One Week duration each for SSA Punjab Master Trainers
April 2009-March 2010		
80.	May	Two Ten-day Teacher Training Programs for SSA for class V Government School Teachers working under SSA
81.	May-June	Twenty-Five day Course in Computer Aided Language Learning for the X class students of Government High School, Sector 32.
82.	June	Using Language Lab for Pronunciation to a group of Teachers from Navodya Vidyalaya, for. 25 Teachers participated in the training.
83.	September	Ten day Teacher Training Program for SSA Chandigarh for the class III Government School Teachers working under SSA
84.	December	Ten day Teacher Training Program for SSA Chandigarh for the class IV Government School Teachers working under SSA

85.	December	One-week Computer Learning for SSA Primary Teachers of UT Chandigarh for the Primary Teachers of Sarv Shiksha Abiyan Project
86.	December	One-day workshop with the focus on exposure to use technology in ELT for Punjab Coordinators at district level.
87.	December	One-day workshop Workshop for <i>American India Foundation (AIF)</i> Punjab Coordinators at District Level
April 2010-March 2011		
88.	June	Twenty Five-day Course in Computer Aided Language Learning for the tenth class students of Government High School, Chandigarh.
89.	June - July	One-month Induction Program for newly recruited JBT Teachers (Hindi) of UT, Chandigarh from.
90.	March– April	Hornby Seminar (Cascade 2), 2010 on Grammar for Teachers of Secondary Schools from Chandigarh.
April 2011-March 2012		
91.	April-June	Summer Program on Personal Development for 2 nd year college students.
92.	April- June	Summer Program on Personal Development for School students.
93.	May	One-week training program on Video Editing in Studio for faculty members from PGGGC-42.
94.	June	Communication Skills Program for the Government Schools of Chandigarh for the students belonging to minority classes
95.	August- November	100 hour Online Program on Interactive Communication Skills
96.	October	Ten -day Teacher Training for Primary School Teachers of UT
97.	January	One-day seminar on Library Centered Teaching in this Digital Era for teacher trainees
98.	March	One-week Communication Skills Course for Teacher Trainees from Bhopal.
April 2012-March 2013		

99.	June	Comprehensive Computer Aided Language Learning Program for the Government Schools of Chandigarh
100.	November	International Workshop for Curriculum Development for Afghan Teachers in collaboration with RELO
101.	March	British Council Workshop on Motivating the Unmotivated by Marie Delane for Teachers of Schools
102.	March	British Council Workshop on Unblocking the Learning Blocks by Marie Delaney for Teachers of Colleges
April 2013-March 2014		
103.	June	5 th Comprehensive Computer Aided Language Learning Program for the Government Schools of Chandigarh
104.	September – November	Five seven-day training programs of Key Resource Persons in Core Reading Strategies at Primary level in the light of NCF 2005
105.	December-January	Three Five-day courses in Teacher Competency and using English
106.	January-February	Two Five-day workshops with focus on reading skills for the Teachers of Class IX & X teaching in the Government Schools of Chandigarh
107.	March	One-week Communication Skills Program for the Ministerial Staff of the Malaviya National Institute of Technology, Jaipur
108.	March - April	Film Appreciation Course
109.	March	Two-week Course in Pedagogy and Using Multimedia Resources for Teaching English for Lecturers of Haryana School Education Department

ANNEXURE 2

Feedback Performa of Post-Graduate Certificate Course in Teaching of English

Academic

- What do you feel about the course-content? Do you want any additions/deletions in the course content?

- What are your views about the integrated Communication Skills approach of teaching?

- How far has the course improved your ability to speak and write in English?

1. Training

- How much exposure do you think you have got in the context of technology like Computer Lab, PowerPoint presentations and Practice software's etc. during your course in RIE?

2. Recreational

Gymnasium	Training equipments	Excellent unsatisfactory	Good	Satisfactory
Sports	Kits and other facilities	Excellent unsatisfactory	Good	Satisfactory

- **Suggestions:**

- Did you have any difficulty regarding physical facilities /arrangements provided to you in the hostel? Are you satisfied with the quality of food and hygiene?

ANNEXURE 3

List of the Visiting Faculty in MA Department

Name of Subject Expert	Designation	Nature of Extension Lecture(s)	Subject of Expertise	Date of visit
2014				
Prof M. L. Raina	Prof.	British Poetry	Literature	30-1-14
Dr Tejinder Kaur	Director, Centre for Diaspora Studies, Panjabi University Patiala	Lecture cum interactive session of 3 hours on Indian Writing in English	Indian Writing in English	25-4-14
Prof. Akshaya Kumar	Prof, Dept of English and Cultural Studies Panjab University	Special Lecture on Mathew Arnold	Theory, Criticism and Fiction	30-7-14
Dr Usha Bande	Retired Principal and Fellow, Indian Institute of Advanced Studies, Shimla, H.P.	Lecture on Resistance in Indian Writing in English.	Fiction and Feminism	29-9-14
2013				
Yojna Rawat	Prof. Dept of Hindi, PU	Two lectures	Indian Translation in English	9 th April 2013
Dr Pushpinder Syal	Prof. Dept Of English and Cultural Studies, PU	Lecture series	Linguistics	Feb to March 2013
Dr Deepti Gupta	Prof. Dept Of English and Cultural Studies, PU	Lecture series	Linguistics	Feb to March 2013
Dr Anil Sarwal	Prof. Dept of	Lecture	Linguistics	March 2013

	English, DAV College, Chd	series		
Mr James Stavler Havener	Research Fellow from British Council	Workshop	Using online resources for self-learning	23 rd April 2013
Mr V.K. Deveshwar	Prof. GCM, sec 11, Chd	Lecture series	Linguistics	Jan to Feb 2013
Mr N.K.Oberoi	Retd. Prof, Dept of English, PU	One symposium	Film Studies	Oct 2012
Mr Keki N Daruwalla	Poet, retired IAS officer	One session	Poetry writing, recitation	Oct 2012
Prof S S Bhatti	Former Principal, College of Architecture, Sec 10 Chd	Book Release talk on 'Songs of the Soul'		Nov 2012
Dr Rajneesh Arora	Prof. Dept of English, CIEFL	Lecture series	Linguistics	Jan to March 2012
Vivek Sachdeva	Associate Professor, Indraprastha Univ, Delhi	One lecture	Psychoanalytic Approach	Oct 2011
Prof. M.L. Tickoo	Prof, Dept of English, Panjabi University	Lecture series	Linguistics	Jan to March 2011
NGO – Make a Difference (MAD)	Chandigarh, Panchkula	Workshop - one day	Students were motivated to do the social service by teaching slum children and orphans	August 2011
Dr Paramjeet Kaur Chahal	Professor, Punjabi University	One Lecture	Aristotle and Poetics	2010

Sumit Malik	Head Project English (North India), <i>British Council</i> , New Delhi	Five day Cascade Hornby Program	'Bringing Grammar to Life'	January 2010
Asha Nicholas	Free lancer ELT consultant from Goa	Five day Hornby Cascade Program	Teaching Grammar differently from the traditional style	January 2010
Mrs H. Vasudeva	Former Director, RIE	Extension Lectures	Linguistics	February 2010

ANNEXURE 4

VISITORS AND ACTIVITIES IN MA DEPARTMENT

S.No	Name of the Event	Date	Target Group	Highlights
1	Symposium on Two Decades of Functional English and its Significance	29-8-13	Professors and Asstt. Professors teaching Functional English	The panel of experts discussed the course curriculum of Functional English
2	PowerPoint Presentation Competition on 'From Word to Frame:Film Adaptations of Popular Classic Novels	30-9-13	Undergraduate and Postgraduate students	The event promoted use of electronic media and audio visuals for the purpose of education.
3	Inter-College Poster-Making and Slogan-Writing Competition on the topic Women Empowerment	31-10-13	Undergraduate students	Spreading awareness about Women Empowerment and showcasing students' creativity.
4	Chandigarh Book Fair	14-11-13 to 19-11-13	General public	RIE put up a stall at the Fair and showcased its publications and manuals.
6	Book Release function of 'Innovations in Pre-Service Education and Training for English Language Teachers' by Steve Mann in collaboration with the British Council	28-2-14	Students, teachers and budding writers	Question-Answer session with the audience. Discussion on the need of reflective practice, task based learning in teaching and

				using innovative methods to teach.
7	Book Release function of 'Words' and 'Golden Temple: Marvel of Architecture' by Dr S. S. Bhatti	14-3-14	Students, teachers and budding writers	Discussion and Discourse on the books.
8	7-Day Film Appreciation Course conducted by Prof. Anil Zankar (Ex FTII, Pune)	31-3-14 To 6-4-14	Students, teachers & general public	Comprehensive introduction to cinema as an art and communication medium.
9	Talk by Dr Tejinder Kaur	25-4-14	Postgraduate students	Lecture cum interactive session of 3 hours on Indian Writing in English
10	Special Lecture on Mathew Arnold by Prof. Akshaya Kumar	30-7-14	Postgraduate students	Comprehensive discussion on the literary criticism with focus on the MA curriculum
11.	Art of Living Workshop by Ms. Amina Beri	27-8-14	Postgraduate students and Teachers	Breathing exercises and meditation techniques
12.	Student Legal Literacy Club talk by Ms. Savita Saxena	29-8-14	Postgraduate students	Rights of Women, Legal Rights.
13.	Student Legal Literacy Club talk by Ms. Sakshi (SLSA)	14-11-14	Postgraduate students	Fundamental Rights and Duties

ANNEXURE 5

VISITORS IN PGCTE

2010

- Prof. M.L.Tickoo (former Prof. EFLU) conducted a session on Speaking Skills on 10 Aug.2010.
- Mrs. H.K.Singh (Reiki Grandmaster) was invited to conduct a workshop on meditation and motivation on 12 Aug. 2010.
- Mr. Anil Ahuja was invited to give a talk on Communication Skills on 16 Sep.2010.
- Mrs. Harjit Vasudeva (former Director, RIE) was invited on Valedictory and Book realizing of Journal, Felt on 21 Oct. 2010.

2011

- Mrs. H.K.Singh (Reiki Grandmaster) was invited to conduct a workshop on Reiki Healing to elevate the emotional quotient of teachers and students on 9 Aug.2011.
- Ms. Malathy Krishnan (Assoc. Prof. EFLU) was invited to conduct an interacting session on Methods of Teaching on 'Methodology in Teaching of English'95 PGCTE.
- Lecture by Ms Rakesh Sachdeva (Principal, DAV School) on 'Continuous Comprehensive Evaluation in 2011 '.

2013

- Dr Harpreet Chhabra (Assoc. Prof. Dept. of Psychology Panjab University Chandigarh) was invited to conduct a workshop on Motivation and Survival of Teachers on 8 Aug.2013.
- Prof. Sunaina Singh, Vice Chancellor, The English and Foreign Languages University, Hyderabad: 23 Oct. 2013

2014

- Mr. Tarun Banerjee was invited to conduct a workshop on Time Management and Motivation Skills on 8 Jan.2014.
- Sh Kamal Garg, PCS DPI (SE), Punjab was invited to be the Chief Guest on Valedictory function of 100PGCTE on 10 Feb 2014
- Mr. Papinder Kumar (Yoga Instructor) conducted yoga classes for trainees of 100 PGCTE course in Feb.2014.
- Dr Steve Mann, Warwick University, Interactive session on the "Innovations in Pre-Service Education and Training for English Language Teachers" on 28 Feb 2014.

ANNEXURE 6

PUBLICATION PER FACULTY:

- Dr Sharda Kaushik: 42
- Dr Bindu Bajwa: 06
- Vandana Lunyal: 23
- Dr Gunbir Kaur: 14
- Dr Jyoti Singh: 13
- Dr Vijaya Singh: 09
- Namrata Parmar: 04
- Dr Preeti Sharda:12

Number of papers published by faculty and students in peer reviewed journals (national/ international)

- Dr Sharda Kaushik: 01
- Vandana Lunyal:02
- Dr Gunbir Kaur:02
- Dr Jyoti Singh:08
- Dr Vijaya Singh: 02
- Dr Preeti Sharda:01
- Namrata Parmar:03

Monographs/ Books

- Dr Sharda Kaushik: 05
- Dr Bindu Bajwa: 02
- Vandana Lunyal: 05
- Dr Jyoti Singh: 01
- Dr Vijaya Singh: 01

Chapter in Books:

- Dr Sharda Kaushik: 04
- Dr Bindu Bajwa: 04
- VandanaLunyal: 04
- Dr GunbirKaur: 03
- Dr Jyoti Singh: 02
- Dr Vijaya Singh: 06
- Dr PreetiSharda: 06
- Namrata Parmar: 01

Books Edited

- Dr Sharda Kaushik: 29
- Vandana Lunyal: 01
- Dr Preeti Sharda: 04

Books with ISBN/ISSN numbers with details of publishers

Dr Sharda Kaushik:

Kaushik, Sharda. *English-I Skills Book, 1-8 series editor*. New Delhi: Orient Blackswan, 2014. ISBN: 9788130925257, 9788130925264, 9788130925271, 9788130925288, 9788130925295, 9788130925301, 9788130925318, 9788130925325

Kaushik, Sharda. *English-I Skills book 7(2 Books)*. New Delhi: Orient Blackswan, 2014

Kaushik, Sharda. *English First, Classes 1-8 Series editor*. New Delhi: Viva Books, 2013. ISBN: 9788130925257, 9788130925264, 9788130925271, 9788130925288, 9788130925295, 9788130925301, 9788130925318, 9788130925318

Kaushik, Sharda. *Spring board to success*. New Delhi: Orient Blackswan, 2010. ISBN: 978-81-250-4114-6

Kaushik, Sharda. *Let's talk*. Chennai: Young India Films, 2010. ISBN: 978-81-910707-0-5

Kaushik, Sharda. *Audio Companion*. Ed. Sharda Kaushik. Chennai: Young India Film, 2010.

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Kaushik, Sharda. *Handbook for Teaching English*. New Delhi: Orient Blackswan, 2009. ISBN: 978-81-250-3659-3

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Kaushik, Sharda. *Communicating Effectively in English, Book III*. Ed. Abhilash Nayak. Chandigarh: Abhishek Publishers, 2008. ISBN: 978-81-824-72136

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Kaushik, Sharda. *Script to Screen: An Introduction to TV Journalism*. Macmillan: New Delhi, 2000. ISBN: 0333933346

Kaushik, Sharda. *Declaring Love in Four Languages* co-edited with Khushwant Singh. New Delhi: Penguin Viking, 1997. ISBN: 9780670875214

Dr Bindu Bajwa

Bajwa, Bindu. *Spring Board to Success*. New Delhi: Orient Blackswan, 2010. ISBN: 978-81-250-4114-6

Bajwa, Bindu. *Handbook for Teaching English*. New Delhi: Orient Blackswan, 2009. ISBN: 978-81-250-3659-3

Vandana Lunyal

Lunyal, Vandana. *Distance Education: Expectations and Possibilities*. Germany: LAP Lambert Publishing House, 2011. ISBN 978-3846508015

Lunyal, Vandana. *Pearls-Activity Book- Class 6*. New Delhi: FK Publishers, 2011. ISBN 978-93-81782-07-1

Lunyal, Vandana. *Pearls-Main Course Book- Class 6*. New Delhi: FK Publishers, 2011. ISBN: 978-93-81782-05-7

Lunyal, Vandana. *Pearls-Literature Book- Class 6*. New Delhi: FK Publisher, 2011. ISBN :978-93-81782-06-4

Lunyal, Vandana. *What Happened Next? Using Children's Stories in Classroom*. Director, Regional Institute of English, 2006.

Dr Jyoti Singh

Singh, Jyoti. *Major Indian Women Novelists: A feminist Psychoanalytical Study*. Jaipur: Rawat Publishers. ISBN: 81-316-0114-5

Dr Vijaya Singh

Singh, Vijaya. *First Instinct: A book of Poems*. Sahitya Akademi, 2014. ISBN: 978-81-260-4259-3

Dr Preeti Sharda:

Sharda , Preeti. *Libraries in the Digital Era*. Chandigarh: BP Publishers and Distributors, 2013.ISBN: 978-81-909943-61

Sharda, Preeti. *Libraries and reading habit in Electronic Environment*. Chandigarh: BP Publishers and Distributors, 2012.ISBN: 978-81-909943-54

Sharda, Preeti. *Information Communication Technology Application in Library Services*. Chandigarh : Abhishek Publisher, 2012.

Sharda , Preeti. *Souvenir of Conference held on National Library Day on Information Technology Applications in Libraries*. 2011.

Chapter in Books:

Dr Sharda Kaushik

Kaushik, Sharda. "Introduction to Teaching of English in India." *A Handbook of Teaching English*. Ed. Sharda Kaushik and Bindu Bajwa. Orient Blackswan, 2009. Pp 1-2. Chapter 2. ISBN:978-81-250-3659-3

Kaushik, Sharda. "Language Teaching and Lesson Planning." *A Handbook of Teaching English*. Ed. Sharda Kaushik and Bindu Bajwa. Orient Blackswan, 2009. Pp 3-7. Chapter 2. ISBN:978-81-250-3659-3

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Dr Bindu Bajwa

Bajwa, Bindu. "Teaching Reading Skills." *A Handbook of Teaching English*. Ed. Sharda Kaushik and Bindu Bajwa. Orient Blackswan, 2009. Pp 38-48. Chapter 6. ISBN:978-81-250-3659-3

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Vandana Lunyal

Lunyal, Vandana. "Webquest: Teaching with Technology." *Essential Readings for Teachers of English*. Orient Blackswan, 2012. ISBN: 9788125046684.

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Lunyal, Vandana. "Teaching Vocabulary." *A Handbook of Teaching English*. Ed. Sharda Kaushik and Bindu Bajwa. Orient Blackswan, 2009. Pp 31-37. Chapter 5. ISBN:978-81-250-3659-3

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Dr Gunbir Kaur

Kaur, Gunbir. "Teaching Poetry." *A Handbook of Teaching English*. Ed. Sharda Kaushik and Bindu Bajwa. Orient Blackswan, 2009. Pp 82-90. Chapter 10. ISBN:978-81-250-3659-3

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Dr Jyoti Singh

Singh, Jyoti. "Nuances of Violence In The Dark Holds No Terror." *Violence in Media and Society Literature, Film and TV*. Ed. Anshu Kaushal and Usha Bande . Rawat Publications, n.d. ISBN:9788131604335

Singh, Jyoti. *Vignettes of Partition in two short stories*. Ed. Tejinder Kaur, Kushal Kulbhushan and NK Neb. Jalandhar: Nirman Publications, 2007. ISBN: 819028004X.

Dr Vijaya Singh

Singh, Vijaya. "A Framework for Film Adaptation." *Filming Fiction :Satyajit Ray's Adaptations of Tagore and Premchand*. Ed. M. Assaduddin and Anuradha Ghosh. New Delhi: OUP, 2012.

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Dr Preeti Sharda

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Sharda, Preeti. "Needs of Library and Information Services of the Visually Challenged Persons." *Vistas of Information Management: Felicitation Volume*. Ed. H R Chopra. Ambala: Wisdom House, 2006.

Sharda, Preeti. "Role of information technology in the production of Braille and audio literature in Festschrift volume." *Digital Information Resources and Networks on India*. Ed. Ramdev Prof. . New Delhi: UBSPD, 2005.

Sharda, Preeti. "Upgradation of the libraries in the present context." *Crisis in Higher Education*. Nagarbera: Apollo, 2002.

Namrata Parmar

Parmar, Namrata. "Rabindranath Tagore: A living essence of Humanitarianism." Ghosh, Nibir. *Rabindranath Tagore 'The Living Presence'*. New Delhi: Authors Press, 2011. ISBN: 9788172736491

Provide details (if any) of

Research awards/ Recognition received by the faculty

Dr Sharda Kaushik

- Fulbright Fellowship in Communication Technology USA (1999-2000)
- TCTP Scholarship in Teaching English, British Council UK (1990-91)
- International E- Learning Teacher Training Programme in Teaching Online Teachers'
- Training Course on Webskills from RELO, US Embassy in June-Aug 2011

Dr Bindu Bajwa

- Three week professional development programme in *Teacher Leadership* (19 July – 09 August, 2011) at the University of Maryland Baltimore County (UMBC), USA
- International E-Learning Teacher Training Programme in "Critical Thinking Skills" Fall 2010 from the American English Institute with the University of Oregon, USA. She topped the course.

Vandana Lunyal

- International E- Learning Teacher Training Programme in Teaching "English for Specific Purposes: Sharing Best Practices", from the

American English Institute with the University of Oregon, U.S.A, 2012. She topped the international course with 100 % score.

- Three Week Professional Development Programme in Teaching Leadership, University of Maryland, U.S.A.

Dr Gunbir Kaur

- Achieved distinction in PGDTE Course from EFLU, Hyderabad in 2010.
- Honored and given commendation certificate on Teachers' Day 2005 for showing 100% pass percentage in B. A. Classes.

Dr Vijaya Singh

- Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally: International Scholar, Society of History of Technology, University of Virginia, 2012-2013
- Fellow, Indian Institute of Advanced Study, Shimla, India, 2010-2012.
- Pre-doc Fulbright Fellowship to NYU, 1999-2000.

Namrata Parmar

- Completed TESOL Certificate Course in Teaching English to Adult Learners from University of Wisconsin by securing 92% marks. There were 40 participants from various countries and she was selected from India.

Degrees Obtained

Dr Sharda Kaushik

- MS (TV-Radio) Syracuse University, Syracuse, New York, USA (2000)
- MA (TEFL) Reading University, Reading, UK (1991)

Vandana Lunyal

- Long Term Hornby Trust, British Council Scholar from India in the

Session 2007-08 for doing MA in ELT and Multimedia from the University Warwick, UK

Papers in Journals

Dr Sharda Kaushik

- Kaushik, Sharda. "Need Analysis for an ESP Course in a Media Setting." *FELT- Focus on ELT* Vol 30 Number 1 (2013): Pp 1-9.
- Kaushik, Sharda. "From Spoon feeding to Learners Autonomy: Evaluating ESL Teacher Training." *TESOL* (2012): Pp 28-31.
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- Kaushik, Sharda. "Teaching Writing Skills ." *FELT: Focus on ELT* Vol 29 Number 1 (2010): Pp 20-28.
- Kaushik , Sharda. "Video Watch." *FELT: Focus on ELT* Vol 26 Number 1 (2006): Pp 1-8.
- Kaushik, Sharda. "Listening for Fun, Listening to Learn: Musically Yours." *FELT: Focus on ELT* Vol 25 Number 1 (2005): Pp 1-8.
- Kaushik, Sharda. "Teaching Script Writing to aspiring TV Programme Makers ." *Focus on English* (1996-97): pp 65-70.
- Kaushik, Sharda. "Paper on Research on revising the English Language Question Paper of the Middle Standard Board Examination in the Model Schools Course A (Class VII)." *RIE: Focus Journal of ELT* Vol 16 (1995): Pp 1-6.

Vandana Lunyal

International Publications

- Lunyal, Vandana. "Teachers' attitudes to using films for teaching English." *International Journal of IATEFL ESP SIG* (2012).
- Lunyal, Vandana. "Sharing Best Practices in ESP: A Blended Training Program for Functional English College Lecturers of Chandigarh." (2012).
<<http://umbc.uoregon.edu/eteacher/>>.

Lunyal , Vandana. "Innovation and Conflict in Educational Institutions." *SPELT (Society of Pakistan English Language Teachers) Quarterly Journal Volume 27 (2012).ISSN 1815-7661*

Publications in Indian Journals

Lunyal, Vandana. "Charts to Texts: A Case Study of Academic Writing Ability of Afghan Students Having an EFL Background." *FELT Focus on ELT, VOL 30 Number 1 (2013).ISSN No. 0976-1306*

Lunyal , Vandana. "Collaborative Spaces on the Web: Blogs and Wikis." *Journal of English Language Teaching Vol 1 Number 1 (2012).ISSN 2277-307X*

Lunyal , Vandana. "Interviewing for Radio/Television." *RIE Focus- Journal of ELT (Functional English Special) Issue XVII- XIV (2011).*

Lunyal, Vandana. "Interaction and Collaboration: Advantage e learning." *Online Journal- Fortell (2010).ISSN No.2229-6557*

Lunyal , Vandana. "Virtual Global Societies: Blogging Your Way to Freedom (Co-authored with Dr Bindu Bajwa)." *FELT- Focus on ELT Vol 26 Number 1 (2006).*

Lunyal , Vandana. "Radio and Podcasting: An Educational Perspective on Popular Programmes (Co-authored with Dr Bindu Bajwa)." *FELT- Focus on ELT Vol 26 Number 1 (2006).*

Lunyal, Vandana. "Women in Media: A hegemonic Discrimination." *Punjab Journal of English Studies Vol XX (2005).ISSN: 0970-2482.*

Lunyal , Vandana. "Developing Oral Skills-Having Fun with Pictures (Co-authored with Dr Bindu Bajwa)." *FELT- Focus on ELT Vol 25 Number 1 (2005).*

Lunyal, Vandana. "Developing Active Listening Skills (Co-authored with Dr Bindu Bajwa)." *FELT- Focus on ELT Vol 25 Number 1 (2005).*

Lunyal , Vandana. "The Importance of Connotation." *RIE Focus- Journal of ELT Issue VIII (1991).*

Lunyal , Vandana. "The use of Foregrounding as a Language Device." *RIE Focus- Journal of ELT Issue IX (1991).*

Dr Gunbir Kaur

- Kaur, Gunbir. "Analysing and assessing English Grammar comprehension of Non-native Students ." *FELT- Journal of English Language Teaching in an International Scenario* Vol 30 Number 1 (2013). ISSN 0976-1306.
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